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ABSTRACT

A project was conducted to identify the occupational curriculum elements needed by vocational home economics education teachers in Texas and to develop a plan for implementing these elements into teacher education programs in the State. To determine exactly which skills need to be taught to individuals preparing to teach vocational home economics in Texas, researchers conducted a three-round survey that ultimately resulted in 158 usable questionnaires completed by: (1) faculty from the 20 institutions offering vocational home economics education teacher certification in Texas; (2) teachers currently employed to teach occupational home economics; (3) Texas Education Agency vocational home economics education staff; and (4) business and industry representatives from occupational areas served by vocational home economics education. A total of 43 competencies and 408 subcompetencies were identified as being needed by individuals preparing to use one of the four methods currently in existence to deliver vocational home economics instruction to various student populations in Texas. Four curriculum models for vocational home economics education were developed and a set of five curriculum implementation guidelines was drafted. (Appendixes to this report include the survey instruments and related correspondence used during the three rounds of the study as well as during the subsequent site visits.) (MN)

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FINAL REPORT

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OCCUPATIONAL CURRICULUM MODEL
FOR
HOME ECONOMICS TEACHER EDUCATION PROGRAMS
IN
TEXAS

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June 1984

The research reported herein was performed pursuant to a grant from the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas.

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Camille G. Bell, Project Director

Linda R. Glosson, Project Co-Director

June, 1984

Chapter I

Overview of Study

Vocational Home Economics Education prepares males and females for the occupation of homemaking and for paid employment in home economics occupations. Consumer and Homemaking Education addresses preparation for the occupation of homemaking. In Texas, four occupational methods of instruction prepare students with varying abilities for paid employment in home economics occupations. These methods include one cooperative method, Home Economics Cooperative Education (HECE), and three laboratory education methods: Pre-employment Laboratory Education, (PELE), Home Economics Coordinated Vocational-Academic Education (HECVAE), and Home Economics Vocational Education for the Handicapped (HEVEH). HECE and PELE are for regular students. The HECVAE method of instruction is for disadvantaged students, and HEVEH is for handicapped students. Currently, the pre-service education of vocational home economics teachers does not provide for total certification to teach the occupational methods of instruction. Following vocational home economics certification, additional endorsements needed to teach these methods of instruction are available through workshops sponsored by the Texas Education Agency - for beginning HECE, HECVAE, and HEVEH teachers. HECVAE and HEVEH teachers are required to attend a second workshop the following summer. PELE teachers must have additional courses and/or work experience in the occupational area in which they will provide instruction. To eliminate these additional requirements, adjustments need to be made in pre-service education in order to prepare future vocational home economics teachers for teaching all aspects of Vocational Home Economics Education.

The first step in such an effort entails the identification of competencies needed for teaching occupational home economics education. Researchers (Smith, 1969; Gorman and Hamilton, 1975) have recognized the value of the competency-based approach in both pre-service and inservice education. The characteristics of competency-based education identified by the American Association of College Teacher Educators' committee (Elan, 1971) can provide a basis for the design of pre-service programs to meet the diverse needs of occupational home economics education teachers.

The next step involves determining ways instruction related to the identified competencies and subcompetencies can be incorporated into the teacher education programs in colleges and universities. This will ensure that Vocational Home Economics Education teachers are prepared to teach all aspects of the program. It will also eliminate the need for special certification workshops for occupational home economics education teachers.

Objectives

The major purposes of the study were to describe the occupational curriculum elements needed by vocational home economics education teachers and to develop a plan for implementing these elements into teacher education programs. Specific objectives of the study were:

1. To analyze the curriculum concepts and skills required for home economics occupations.

2. To analyze the existing academic specialization and professional development course framework in colleges and universities approved for preparation of Vocational Home Economics teachers in Texas.

3. To develop a plan for vocational home economics pre-service training that would permit a person to become certified to teach all occupational methods of instruction in addition to consumer and homemaking education.

Basic Assumptions

The following assumptions were basic to conducting the study:

1. It was assumed that the participants in the study would reply conscientiously to each of the Delphi questionnaires.

2. It was assumed that the competencies identified through a review of the curriculum materials utilized in the occupational home economics methods of instruction were representative of those needed by Vocational Home Economics Education teachers.

3. It was assumed that certain basic teaching competencies were already taught in Vocational Home Economics teacher education programs.

4. It was assumed that review of college/university catalogs and site visits to selected colleges/universities would provide sufficient information for developing a curriculum model for incorporating instruction related to Occupational Home Economics Education into teacher education programs.

Research Questions

The major formative research questions examined in the study are listed below.

1. What are the competencies needed by teachers of Occupational Home Economics?

2. What is the relative importance of these competencies?

Definition of Terms

1. competencies - knowledge, skills, affective behaviors and/or judgments which effective teachers exhibit.

2. competency indicators - training, experiences, and practices of teachers.

3. Occupational Home Economics Education - methods of instruction designed to prepare individuals for occupations related to home economics subject areas.

4. Occupational Home Economics Education Teacher - vocational home economics teacher assigned to teach an occupational method of instruction.

5. performance - "the way in which teachers demonstrate teaching knowledge and skills" (Houston, 1972, p.25).

6. State Vocational Home Economics Education Staff - persons employed by the Texas Education Agency to supervise vocational home economics programs in the state.

7. Teacher Education - pre-service education for Vocational Home Economics Education teacher certification program.

8. Vocational Education - "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree" (Vocational Education Ammendments of 1976, p.142).

Summary

With the need to incorporate instruction related to occupational home economics education into teacher certification programs, the study was designed to identify the competencies and subcompetencies needed by Occupational Home Economics Education teachers and to develop a curriculum model for incorporating these competencies into the teacher education program. Chapter II will present an overview of related literature that includes procedures for defining, identifying, and prioritizing teaching competencies; competency studies in vocational education; and a description of the Delphi forecasting technique. Chapter III presents a description of the methods and procedures used in the study. Chapter IV presents the results of the study. Chapter V includes conclusions drawn from the study and implications of the study.

Chapter II

Review of Literature

The primary focus of this review of literature is on four areas which relate to the issues confronted in identifying competencies needed by teachers of occupational home economics education and incoporating them into the curriculum. This review addresses: (1) procedures for defining, identifying, and prioritizing teaching competencies; (2) competency studies in vocational education; (3) a description of the Delphi forecasting technique; and (4) curriculum development.

Teaching Competencies

In recent years performance or competency-based teacher education has received considerable attention. The basic idea of competency-based teacher education, according to Heath and Neilson (1974), is that the identification of operationally-defined teacher skills is related to increased student achievement and should serve as the basis for the development of materials and programs for training teachers.

The published literature on competency identification and analysis is extensive and diverse in nature. This review of issues and approaches to identifying and validating competencies for personnel training represents only a portion of the impressive body of literature regarding competency-based teacher education.

Teaching Competencies Defined

One requirement basic to any discussion of competencies is the definition of a teaching competency. Review of the definitions of the term "competency" indicates that some experts view a mastery of knowledge about teaching as "teaching competency." Others regard competency as performance skill--skill in doing the tasks of teaching. Still others apply the term only to a demonstrated ability to bring about the outcomes desired of a teacher in a certified teaching position (Glossary of Terms: Competency-Based Education, 1974).

The word "performance" is often used in place of "competency" in describing the skills needed by a teacher. Performance usually refers to the way in which teachers "demonstrate teaching knowledge and skills" (Houston, 1972, p. 25), play certain professional roles (Drummond, 1970), and exhibit observable behavior (Lindsey, 1973). However, Lindsey pointed out that teaching is more than neutral acts or performances. Knowledge relevant to teaching is essential to high quality performance as a teacher. Many supporters of the idea of describing teaching skills as performances are concerned that teachers and those who evaluate them employ adequate criteria in determining quality of action. Furthermore, it is widely recognized that "performance in the classroom does not represent the complete professionalism expected of the teacher" (p. 181). Planning and decision making necessary for the teacher's classroom performance are also responsibilities of the teacher. Some authors (Lindsey, 1973; Elam, 1971), however, stretch the meaning of the word "performance" to include all teaching skills.

Houston (1972) described the different approaches of the advocates of competency and performance terminology. Competency advocates emphasize "a minimum standard" (p. 25) for effective performance. Competency advocates may add criterion levels, value orientations, and quality to the definition of competency. Advocates of performance terminology point out that some of these qualities are influenced by factors which are often uncontrollable by the person demonstrating competence. Performance advocates stress that our present understanding of these variables and our inability to control them adequately preclude their inclusion as realistic requirements.

According to Lindsey (1973), the solution to the performance/competency controversy preferred by an increasing number of educators is the use of the word "competency." Lindsey pointed out that "competency," unlike "performance," is not a neutral word. Competency means "valued abilities including the ability to perform in desired ways" (p. 181). Thus, the meaning of the word "competency" does not have to be stretched to cover the complexity of the teacher's role. Competency may, therefore, be defined to include performance, knowledge, and values. Cook and Richey (1972) defined competency as "knowledge, skills, and judgment which the student will demonstrate at a pre-determined proficiency level before initial and/or continuing certification" (p. 2). Cooper et al. (1973) described three kinds of teacher competencies: knowledge, performance, and consequence. Consequence competencies "specify pupil behaviors that are taken as evidence of the teacher education student's teaching effectiveness" (p. 19).

After reviewing numerous attempts to define competency, Merrow (1975) drew the following conclusions:

> After the rhetoric, the definition that emerges boils down to:
>
> 1. Competencies mean knowledge, skills, and behaviors that the teacher (or would-be teacher) must have.
>
> 2. Competencies are based on what the teachers actually do in the classroom.
>
> 3. Criteria for determining competence are explicit and public.
>
> 4. Performance is the major source of evidence of competence.
>
> 5. Rate or progress through the program is determined by demonstrated competency (not time, semester hours, or some other standard) (p. 14).

According to the National Advisory Council on Education Professions Development (1976), what all of the terms used have in common is the focus on mastery, expressed in terms of objectives, goals, or skills to be mastered. Smith (1969) said that although initial development of teacher competencies is important, there is also a "need to make sure that the skills are maintained, retained, and upgraded" (p. 36).

Competency Identification

One of the first steps in the competency-based program development of several researchers (Andrews, 1972; Dodl, 1971; Drummond, 1970; Lindsey, 1973) has been the identification and comprehensive delineation of competencies. However, according to the National Advisory Council on Education Professions Development (1976), ". . . there is vast disagreement as to which skills are to be mastered, how they are to assessed, and whether the assessment is meaningful and truly related to the skills needed on the job" (p. 2).

Cooper et al. (1973) specified four different bases from which competencies may be identified: philosophical, empirical, subject matter, and practitioner. The philosophical base utilizes "assumptions and values regarding the nature of man, the purpose of education, and the nature of learning and instruction" (p. 17) in specifying desired pupil outcomes and in conceptualizing the role of the teacher from which statements of teaching competency are generated.

Weinstein and Houston (1974) described the three following approaches to identifying competencies: (1) on the basis of sound empirical research, (2) on the basis of task analysis of the teacher's tasks and roles, and (3) on the basis of assessment of the needs of the society and more particularly the needs of the school community. According to Shores et al. (1973), direct observation of teacher behavior might also be added to this list. Houston (1972) identified a number of routes to competency identification that are variously based on analyis of current course requirements, task analysis of teaching roles and the needs of school learners, theoretical stances on teaching style, or the demand of clustered curriculum areas.

Rosenshine and Furst (1971), Rosenshine (1974), and Heath and

Neilson (1974) all suggested the need for stronger empirical research designs to validate the importance and effectiveness of teaching competencies. While the emphasis is on using experimental rather than correlated designs, it must be realized that certain conditions must be met before experimental research can be initiated. As Rosenshine and Furst (1971) stated, "The first step is to determine whether teachers trained for specific performance criteria behave differently in their classrooms from similar teachers who do not receive the training" (p. 65).

Vocational Education Competency Studies

A number of descriptive studies have been conducted to suggest competencies which are critical for vocational educators. Some of the more pertinent studies are presented below.

Cook et al. (1973) developed a list of seventy-five competencies for a pre-service vocational teacher education program. The competencies were identified by university faculty members and were validated by business and industry representatives, vocational program graduates, school administrators, and teachers. The competencies were classified into seven major categories: (1) plan, (2) instruct, (3) evaluate, (4) guide, (5) manage, (6) public and human relations, and (7) professional role.

DeVaughan (1974) identified and validated competencies needed by vocational and technical education teachers in Oklahoma. Students, teachers, administrators, business and industry representatives, state department curriculum staff, and professional personnel development council members were asked to rate a list of identified competencies as to their importance for teachers of vocational and technical education. All teacher and student groups rated a majority of the 92 competencies as important or higher. DeVaughan concluded that many common competencies are shared by the different vocational and technical disciplines and that the rated competencies reflect the majority of those needed by vocational and technical teachers.

Members of the Texas Educational Personnel Development Consortium D (1975) conducted a study to identify tasks typically performed by vocational-technical teachers and to determine the relative amount of time spent performing these tasks. Random samples of vocational-technical teachers in Texas representing each of seven program areas were utilized. These areas were: trade and industrial education, distributive education, home economics, vocational office education, health, agriculture education, and occupational orientation. Questionnaires consisting of 105 tasks and subtasks which had been identified by a panel of experts were completed by a total of 980 respondents. The tasks were ranked according to the number of vocational-technical teachers in each program area who performed the task and the relative percentage of time spent performing the task. While a great deal of similarity was noted across program areas, some differences were observed. The greatest differences occurred between the occupational orientation group and the other six program areas. The occupational orientation group varied in tasks performed and time spent performing the tasks. In addition, eight tasks performed by the other groups were not performed at all by the occupational orientation group.

The Center for Vocational Education, Ohio State University (1976) developed a performance-based vocational teacher-education curriculum for use in pre-service and inservice programs in vocational education. The project was sponsored by the National Institute for Education and the United States Office of Education and consisted of 100 vocational teacher-education modules, a student guide, a resource-person guide, and an implementation guide. The modules were developed from competencies identified for vocational teachers.

The Delphi: A Predictive Consensus Technique

The Delphi predictive consensus or forecasting technique has been defined in several ways. In a 1959 Management Science article, Olaf Helmer and Nicholas Rescher presented the classic definition of the Delphi technique: ". . . a carefully designed program of sequential individual interrogations (best conducted by questionnaire) interspersed with information and opinion feedback . . ." (p. 47). Helmer and Rescher listed the Delphi technique as a series of conferences conducted in writing. He stated that the goal of the Delphi is "to collect judgments and establish consensus about future probabilities in terms of such variables as time, quality, and/or desirability of some future state" (p. 30). Weaver (1971) described the Delphi technique as "an intuitive methodology of organizing and sharing 'expert' forecasts about the future" (p. 67). Linstone and Turoff (1975) characterized the Delphi as "a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (p. 3).

Rasp (1973) cited the following three characteristics of the Delphi technique:

> 1. Each participant contributes at each step of the questionnaire process before seeing the inputs of the other participants for that step.
>
> 2. While the individual knows his own responses throughout the process, input of others remains anonymous.
>
> 3. Input gained at one step of the process is shared as part of the next step (pp. 29-30).

According to Linstone and Turoff (1975), the key characteristics for using the Delphi to provide "structural communication" include feedback of individual contributions of information and knowledge, assessment of information and knowledge, opportunity for individuals to revise views, and a degree of anonymity for individual responses.

Dalkey (1972) listed the features of the Delphi as (1) anonymity, (2) controlled feedback, and (3) statistical group response. Each of these features has a particular advantage according to Dalkey. Anonymity tends to reduce the effect of dominant individuals. Controlled feedback reduces "noise." Use of a statistical definition of the group response reduces group pressure for conformity. Dalkey indicated that assuring that the opinion of every member of the group is represented in the final response is probably even more important. Dalkey pointed out that within these three basic features many variations are possible.

The most common form of the Delphi process according to Linstone and Turoff (1975) is the pencil-and-paper version which is commonly referred as a "Delphi Exercise" or "Conventional Delphi." In this version, a small monitor team designs a questionnaire which is sent to a larger respondent group. Upon return of the questionnaires, the monitor team summarizes the results and, based upon the results, develops a new questionnaire which is again sent to the respondent group. Respondents are usually given at least one chance to re-evaluate their original answers based on examination of the group response. According to Linstone and Turoff, the Delphi is in a period of evaluation, both with respect to how it is applied and to what it is applied.

The Delphi technique's advantages, according to Helmer and Rescher (1959), are elimination of committee activity and reduction of the influence of certain psychological factors, such as specious persuasion, the unwillingness to abandon publicly expressed opinions, and the bandwagon effect of majority opinion. Dalkey (1972) listed the advantages of a Delphi exercise as (1) providing a rapid and relatively efficient way to "cream the tops of the heads" of a group of knowledgeable people since little effort is required to respond to a well-designed questionnaire, (2) providing a highly motivating environment for respondents through use of feedback, (3) lending objectivity to the outcomes through use of systematic procedures, and (4) allowing a sharing of responsibility through anonymity and group response. All of these features of a Delphi exercise are desirable according to

Dalkey, "especially if the exercise is conducted in the context of policy formulation where group acceptance is an important consideration" (p. 21).

Linstone and Turoff (1975) identified the following as characteristics which may lead to selection of the Delphi as a research technique:

> 1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.
>
> 2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.
>
> 3. More individuals are needed than can effectively interact in a face-to-face exchange.
>
> 4. Time and cost make frequent group meetings infeasible.
>
> 5. The efficiency of face-to-face meetings can be increased by a supplemental group communication process.
>
> 6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be referred and/or anonymity assured.
>
> 7. The heterogeneity of the participants must be preserved to assure validity of the results . . . (p. 4).

Rasp (1973) identified the following two underlying assumptions of the Delphi process:

> 1. If participants agree and, by agreeing, move closer to a central position or consensus, then the resulting data is more believable.
>
> 2. Anonymous responses such as those generated by the Delphi are more likely to lead to reasonable and objective input than are activities of personal conferencing (p. 30).

Dalkey (1972) reported a large increase in the applications of the Delphi procedures by educators as well as by industry and other groups. Among the uses of the Delphi techniques, Weaver (1971) included rating the desirability of events, their potential impacts, and interventions which might be necessary to enhance or reduce the probability that the events would occur.

Curriculum Development

There are numerous definitions for curriculum. However, one of the most workable definitions is given by Doll (1982):

> The Curriculum of a school is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. This definition is necessarily broad and includes formal and informal aspects of education.

According to Taba (1962), all curricula, no matter what their particular design, are comprised of certain elements. These are aims and specific objectives, selection and organization of content, patterns of learning and teaching, and evaluation of the outcomes.

Tyler (1975) developed four fundamental questions upon which curriculum development should be based. These are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Doll (1982) asserts that curriculum development is a complex undertaking that involves many kinds of decisions. These decisions are made on several different levels from the State Legislature to teachers in local districts or institutions of higher learning.

Curriculum decisions, according to Doll (1982), are beginning to be made based on experimentation, research, and evaluation. Change requires setting or resetting the stage for learning and a deep understanding of the dynamics of human behavior in order for individuals to change themselves.

Doll (1982) asserts that curriculum planning is not thought of as constituting a series of distinct steps. No single pattern will suffice in solving all curriculum problems. The dynamics of an educational situation, the resources provided, and practical experiences in curriculum planning determine the ways in which problems should be attacked.

Summary of Literature Review

Despite controversy regarding the term and its definition, proponents of competency- or performance-based education appear to agree that focusing on mastery has the potential for improving the pre-service and inservice education of teachers. Identification of the competencies needed by teachers of a particular program may be accomplished in a variety of ways including use of philosophical, practitioner, empirical, or subject matter approaches. Cooper et al. (1973) recommended a combination of approaches. A variety of persons and institutions (university faculty, public school administrators, teachers, parents, community representatives, professional organizations, state department of education representatives, governmental education agency representatives, teacher-education students, and pupils) can be involved in identifying, validating, and prioritizing the competencies. The studies reviewed most frequently surveyed respondents utilizing some type of rating form. Most of the studies compared teacher ratings with those of one or more other groups. The most frequent criticisms of the competency studies to date are their lack of empirical base and their failure to show a relationship between the possession of the identified competencies and pupil achievement. Descriptive studies suggesting competencies for vocational educators were reviewed.

The Delphi Technique, developed in the fifties, was designed to provide a structured method for obtaining group consensus. In its most common usage, a small monitor team designs a questionnaire to obtain initial input from a group. The initial responses are tabulated and formulated into a new questionnaire which is again sent to the respondent group. Respondents are given one or more chances to revise their responses based on feedback of the group response to the previous questionniare. The Delphi has the advantage of objectifying group processes and of eliminating many of the problems usually associated with group processes.

There are many principles of curriculum development identified by Tyler (1949), Taba (1962), Tanner and Tanner (1975), and Doll (1982) that apply today. In particular, teachers, concerned lay persons, and administrators should have a vital role in curriculum development.

Chapter III

Methods and Procedures

The project was conducted cooperatively by the Home Economics Education Department and the Home Economics Curriculum Center at Texas Tech University and the Vocational Home Economics Education Division in the Texas Education Agency. The methods and procedures of the project involved the following: selection and utilization of the select committee and the advisory committee, the development of the instruments, sample selection, data collection utilizing the Delphi technique, and statistical treatment of data. A summary and description of these procedures follows.

Persons Assisting with the Project

Numerous persons assisted in carrying out the project including the select committee, the advisory committee, the Vocational Home Economics Education Director and staff members of the Texas Education Agency, participating teacher educators, university home economics subject matter specialists, and secondary teachers of the the four occupational methods.

Two advisory groups provided input regarding the project. The first group included administrators representing six colleges and universities offering teacher certification in Vocational Home Economics Education. These administrators provided input regarding participation of faculty in the Delphi survey and regarding campus visits by the project directors and the Director of Vocational Home Economics Education at Texas Education Agency. They also made suggestions regarding implementation of the project results. (See Acknowledgements)

The select committee met in Denton, Texas in September at Texas Woman's University. The agenda included discussion of the project proposal and the survey instruments. Rough drafts of two instruments containing competencies in the areas of teacher education and in child care and guidance management and services were reviewed. The research sample and procedures for implementation were also discussed.

The second group of advisors included college/university teacher educators, secondary and post-secondary Occupational Home Economics Education teachers, Vocational Home Economics Education administrators, Texas Education Agency Vocational Home Economics Education staff, and business/industry representatives. These advisors analyzed the survey instruments, assisted in validation of the instruments used in the project, and made suggestions for implementing the project. (See Acknowledgements)

Copies of correspondence with members of the two groups of advisors and copies of advisory committee agendas are included in Appendix A.

Delphi Survey

The Delphi Survey was selected for the purpose of achieving consensus of opinions among college/university faculty, secondary Occupational Home Economics Education teachers, Texas Education Agency Vocational Home Economics Education staff, and business/

industry representatives regarding the competencies and subcompetencies needed to teach Occupational Home Economics Education. The design of the study consisted of constructing the Delphi survey instrument, identifying the population to be surveyed, following the specified procedures for conducting the three Delphi rounds, and analyzing the data.

Construction of the Instrument

The Delphi questionnaires in this study were developed to measure consensus on the relative importance of competencies and subcompetencies needed by occupational home economics education teachers. The initial questionnaires were developed in two phases: (1) identification of competencies and subcompetencies from curriculum materials used in teaching the occupational methods of instruction (Home Economics Cooperative Education, Preemployment and Laboratory Education, Coordinated Vocational-Academic Education, and Vocational Education for the Handicapped), and (2) evaluation by a panel of experts.

The first step in constructing the Delphi questionnaire was to identify potential competencies for inclusion in the instrument. A review was made of all curriculum materials developed by the Home Economics Curriculum Center for teaching the occupational home economics methods of instruction. The materials reviewed included teacher and student guides, competency profiles, and teacher handbooks. Other materials reviewed included required and recommended references and publications on teaching occupational courses. From these sources possible competencies and performances necessary for Occupational Home Economics Education teachers were identified.

The items for the Delphi instruments were synthesized from the lists of competencies and performance objectives in the curriculum materials. The synthesis process involved selecting, combining, refining, and categorizing items in order to avoid duplication and to ensure consistent levels of specificity and generality for competencies and subcompetencies. The approach used by Arends (1972) of identifying both general and specific competencies was used in order to include representative competencies from sources using different levels of specificity and generality.

The competency statements were refined to develop the five instruments used in the study: Child Care and Guidance Management and Services; Clothing and Home Furnishings Management, Production, and Services; Food Production, Management, and Services; Institutional and Home Management; and Teacher Education. The Child Care and Guidance Management and Services questionnaire included nine competencies and 78 subcompetencies. The Clothing and Home Furnishings Management, Production, and Services questionnaire included 12 competencies and 115 subcompetencies. The Food Production, Management, and Services questionnaire included eight competencies and 53 subcompetencies. The Institutional and Home Management questionnaire included seven competencies and 67 subcompetencies. The Teacher Education questionnaire included seven competencies and 95 subcompetencies.

A numerical rating scale was developed as the means for obtaining opinions regarding the relative importance of each competency and subcompetency in planning, conducting, and evaluating Occupational Home Economics Education. Five options were provided for obtaining an indication of the degree of importance individuals attached to each competency and subcompetency. The five options were as follows: unimportant (0), slightly important (1), moderately important (2), important (3), and very important (4).

The rating instruments containing the lists of competencies and subcompetencies were evaluated by the advisory committee prior to the distribution of the instruments to the survey sample. The committee suggested changing the wording of some items, combining or dividing some items, and adding other items. Changes suggested by the advisory committee were incorporated into the final instruments. From this sequential development resulted the five instruments used in Round I of the Delphi survey.

Population Surveyed

The survey sample for this study consisted of college/university faculty from the 20 institutions offering Vocational Home Economics Education teacher certification, teachers currently employed to teach Occupational Home Economics Education methods of instruction, Texas Education Agency Vocational Home Economics Education staff, and business/industry representatives in occupational areas served by Vocational Home Economics Education.

The participants in the study were identified by the following procedures: College/university head teacher educators identified college/university home economics faculty in teacher education and each subject area to participate in the study. Texas Education Agency Vocational Home Economics Education educational specialists in the ten geographical areas of the state identified occupational home economics education teachers representing the occupational areas offered in the four methods of instruction. All fourteen occupational Texas Education Agency Vocational Home Economics Education staff members were also asked to participate in the study. Each secondary and post-secondary teacher participating in the study was asked to invite a local business/industry representative in one of the four occupational areas to complete a questionnaire. Letters soliciting participants in the study are included in Appendix B.

General Information Sheet

Background information regarding each participant's education, age, sex, and employment was requested in Round I of the Delphi study. The information sheet required placing a checkmark in the appropriate blank for each item of information requested. A copy of the General Information sheet is included in Appendix C.

Survey Procedures

The Occupational Home Economics Teacher Competency Identification Delphi Study was conducted between the months December, 1983 and May, 1984. A total of 326 persons were invited to participate in the Delphi study to determine the relative importance of the competencies and subcompetencies identified as potentially necessary for teaching occupational home economics education. Letters to participants in the study may be found in Appendices C, D, and E.

Round I. The five initial Delphi instruments for Round I contained a total of 43 competencies and 408 subcompetencies identified as potentially needed by occupational home economics education teachers. Respondents were asked to judge the importance of each competency or subcompetency in occupational home economics education methods of instruction. Space for comments was provided for each item. The instrument and background information sheet were sent to respondents with an initial letter stating the purpose of the study and a brief explanation of the Delphi technique. An addressed, postage-paid envelope was provided to facilitate prompt responses. Copies of the cover letter, background information sheet, and instrument sent to the survey sample in Round I of the study can be found in Appendix C.

Round I instruments were sent in December to the 326 persons comprising the five survey samples inviting their participation and requesting a prompt response. The recipients were asked to return the General Information sheet and questionnaire by a specified deadline. A follow-up letter was sent to non-respondents and additional time allowed for their response. (See Appendix C.) In the time allocated for Round I, 275 responses were returned. The five groups of Round I respondents provided the basis for the study. Their opinions regarding the importance of the identified competencies and subcompetencies were used as feedback data for Round II, as the Delphi process moved the groups toward consensus.

Although the overall objective of the Delphi technique is to move a group of independent respondents toward consensus, total group consensus is rarely achieved. No set statistical or logical level for drawing conclusions regarding consensus has been established for the Delphi technique. A Delphi researcher may accept any level of consensus from a simple majority to total agreement. In this study, it was determined that on a five-point scale, considerable difficulty would be encountered in achieving a high level of consensus within a single response level or category. However, strong directional trends appeared likely to occur within two response levels (e.g., important, very important). On this premise, the decision was made to define consensus as 75 percent of the responses falling in two adjacent response categories.

When adjacent cells are collapsed in a 2 X 1 chi square table for each questionnaire, levels needed to achieve a .05 level of significance can be determined. The percent of agreement needed to achieve this level of significance ranged from 62 to 67 percent depending on the number of respondents to each of the five questionnaires. An agreement level ranging from 67 to 72 percent was required for the distribution to be significant at the .01 level. To be significant at the .001 level, 72 to 77 percent agreement was statistically required.

Round II. After Analysis of Round I, the 275 respondents were sent the resulting Round II Delphi questionnaire to again indicate their opinions regarding the competency statements on which there was no consensus in Round I. Items on which 75 percent consensus was reached in Round I were eliminated from this second instrument. The number of unresolved competency and subcompetency statements which remained unresolved in the Round II instrument were as follows:

Occupational Area	Competencies	Sub-Competencies
Child Care and Guidance Management and Services	1	29
Clothing and Home Furnishings Management, Production, and Services	5	81
Food Production, Management, and Services	2	17
Institutional and Home Management	2	43
Teacher Education	0	9

The respondents were provided information concerning the mean responses from Round I for each remaining item. Approximate Round I mean responses for each item were indicated on the questionnare by an asterisk (*). Respondents were advised to consider this information as they made their Round II responses. Respondents were also asked to explain their rating of any item on which their Round II rating was, in their own judgment, significantly above or below the mean or average rating from the previous questionnaire. A cover letter and addressed, postage-paid return envelope accompanied the Round II instrument to encourage continued participation in the study. Respondents were asked to return the questionnaire by the specified date. Again follow-up letters were mailed to those who had not returned the questionnaire by the deadline. Copies of the Round II cover letter and instrument appear in Appendix D.

Responses to Round II included 245 usable returns. Analysis revealed that 75 percent consensus was reached for an additional 10 competencies and 148 subcompetencies.

Round III. Statements on which 75 percent consensus was not reached in Round II comprised the Round III Delphi instrument. Items on which consensus was reached in Round II were eliminated. The unresolved 22 subcompetency statements comprised the Round III instrument.

Round II respondents were again provided information concerning the mean responses of items remaining from the previous round. Respondents were asked to respond to each remaining item and to comment if, in their own judgment, their rating deviated significantly from the mean importance rating of Round II. As before, a cover letter and addressed, postage-paid return envelope accompanied the instrument. Respondents were again asked to return the questionnaire by a specified date. Follow-up letters were sent as reminders to those who did not return the questionnaire by the deadline. Copies of the Round III cover letter and instrument are in Appendix E.

Round III resulted in 158 usable returned questionnaires. In Round III, consensus was reached regarding an additional 18 subcompetencies. At the end of the third Delphi round, 4 subcompetencies remained on which consensus had not been reached at the 75 percent level. Although consensus was not reached, trends were developing for all four items. It was felt that sufficient time was not available to conduct another round. In addition, all but one of the five subcompetencies which did not reach consensus were still significant at the .05 level when evaluated by chi square to test the 50:50 hypothesis of agree:disagree.

Analysis of Survey Data

The demographic data and responses to the Delphi instrument provided the information which was used in analyses related to the hypotheses and research questions on which the study was based. Descriptive statistics were employed to present information describing the demographic characteristics of the respondents. Absolute frequencies and relative percentages aided in drawing conclusions about the respondents. Responses to the Delphi instruments were also summarized by response frequencies and percentages.

On-Site Visits

Judy Hetherly, program Director of Vocational Home Economics Education in the Texas Education Agency, wrote a letter to each of twenty institutions of higher education in the state asking permission to make a site visit to discuss the implementation of identified competencies needed to teach the occupational phase of Vocational Home Economics Education at the secondary level. All of the heads of home economics units responded and designated a suggested date. The four institutions which had given dates that were convenient for the researchers and the program director of TEA were: East Texas State University - 4/26/84; Texas Woman's University - 4/27/84; Texas Southern University - 5/3/84; and Prairie View A&M University - 5/4/84.

A letter which described the purpose of the site visit and implementation worksheets for teacher education, child care, clothing and home furnishings, food service, and institutional and home management were sent to the head teacher educator in each institution. A copy of this letter can be found in Appendix F. The teacher educator worked with professors of each subject area individually or in groups as a faculty. The worksheets for implementating occupational competencies for clusters of concepts also can be found in Appendix F.

The researchers, Camille Bell and Linda Glosson, and the program director from TEA, Judy Hetherly, visited the designated institutions on the arranged dates. An interview schedule was developed to guide the discussions. Copies of the agendas for the site visits to the four institutions can be found in Appendix F.

Each university was asked to develop an approach to helping students develop competencies need to teach both Consumer and Homemaking Education and occupational methods of instruction prior to the site visit. Materials developed were discussed during the site visits. See Appendix F.

Based on the plans developed by the home economics faculty of the four institutions and the new teacher certification standards, a curriculum model was developed by the researchers to provide guidelines for incorporating the needed competencies and subcompetencies into the Vocational Home Economics Education teacher certification program.

Chapter IV

Results of the Study

Data from the responses to the five Delphi instruments are presented according to the level of consensus reached in each of the three Delphi rounds. All but four subcompetency statements reached agreement by 75 percent of the respondents. The response to only one of the four subcompetencies failed to be statistically significant at the .05 level.

Site visits were made to four universities to determine how each of these could best assist their home economics education majors to achieve the competencies needed to teach Vocational Home Economics Education at the secondary level. Based on the results of the Delphi survey and the site visits a curriculum model with four implementation options was developed. The model is designed to assist colleges and universities in incorporating instruction related to occupational competencies into the Vocational Home Economics teacher certification program.

Description of Sample

The Survey instruments were mailed to four groups of home economics professionals (college/university faculty, secondary occupational home economics education teachers, Texas Education Agency Vocational Home Economics Education staff) and to representatives of businesses/industries for which occupational home economics education offers training.

Home economics faculty in Texas colleges/universities which offer Vocational Home Economics Education teacher certification and selected faculty from junior/community colleges were invited to participate in the survey. Faculty represented the following areas of instruction: (1) home economics education, (2) child care, (3) clothing and home furnishings, (4) food service, and (5) institutional and home management.

All 20 colleges/universities offering Vocational Home Economics Education teacher certification in Texas agreed to participate in the study. Faculty in 11 community/junior colleges also agreed to participate. Of the 121 college/university faculty members who agreed to complete questionnaires, 110 responded to the first Delphi round, 110 to the second round, and 69 to the final round.

Secondary occupational home economics education teachers were identified and recommended by their area Texas Education Agency Educational Specialists. These teachers represented the following Occupational Home Economics Education methods of instruction: Home Economics Cooperative Education (33), Pre-Employment Laboratory Education (20), Coordinated Vocational-Academic Education (20), and Vocational Education for the Handicapped (14). Of the 181 secondary occupational home economics education teachers, 87 responded to the first Delphi round, 71 to the second round, and 52 to the final round.

Select survey instruments were sent to each Texas Education Agency Vocational Home Economics Education staff member except the program director who responded to all survey instruments. The fourteen TEA staff members responded to the survey instruments as follows: home economics education (9), child care (1), clothing and home furnishings (1), food service (1), and institutional and home management (9).

Secondary occupational home economics teachers and post-secondary teachers were asked to identify business/industry representatives from occupational areas for which instruction is offered in Texas public schools. The business/industry representatives asked to participate in the study represented the following occupational areas: child care (18), clothing and home furnishings (14), food service (13), institutional and home management (9) and teacher education (8). Of the business/industry representatives, 62 responded to the first Delphi round, 45 to the second round, and 27 to the final round.

The study was limited to input from the above groups. It does not take into account the views of parents and current or former students.

The Background Information Sheet accompanying the Round I questionnaire yielded data concerning the individual respondents and the groups represented by those respondents. Background data of all respondents completing Round I is reported here. Seven respondents failed to complete the General Information Sheet.

Tables 1 and 2 report the descriptive variables of the 268 Round I respondents who completed the General Information Sheet. It should be noted that not all respondents who filled out a General Information sheet completed every item, therefore these figures do not equal the total number of respondents for every item. Percentages were based on the number of actual responses divided by 268, the total number of Round I respondents who completed a General Information sheet.

The following represents a general description of the respondents. The respondents who answered the item concerning education included 11 percent with less than a bachelor's degree, 27 percent with a bachelor's degree, 38 percent who had a master's degree, and 25 percent who had completed a doctorate. The ages of most respondents were between 20 and 59 years. Almost one third (32 percent) were between 20 and 25 years of age, 61 percent between 36 and 59 years of age, and 7 percent 60 or over. The vast majority of the respondents (90 percent) were female. Only 10 percent were male.

More than two-thirds of the college/university faculty who participated in the Delphi study had Vocational Home Economics certification and almost as many had public school Vocational Home Economics Teaching experience. However, most (63) indicated that their experience was in teaching consumer and homemaking education. Only seven had taught an occupational experience. More than half of those who had taught had five years or less teaching experience. Non-teaching work experience in all occupational areas was reported; however, fewer college/university faculty had had experience in institutional home management and supporting services. Most had had 5 years or less non-teaching

Table 1

GENERAL RESPONDENT CHARACTERISTICS

Variable	University/ College*		Secondary		TEA Staff		Business/ Industry		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Education										
High school or less, some college, post-secondary, vocational	0	0	1	14	0	0	28	47	29	11
Bachelor's	1	1	51	22	0	0	21	36	73	27
Master's	46	41	36	15	9	100	11	19	102	38
Doctorate	66	58	0	0	0	0	0	0	66	25
Age										
20-35 years	24	21	35	40	2	22	24	41	86	32
36-59 years	78	69	51	59	4	44	31	53	164	61
60+ years	8	7	2	2	3	33	5	8	18	7
Sex										
Male	6	5	0	0	0	0	22	37	28	10
Female	107	95	87	100	9	100	37	63	240	90

Total number respondents = 268

* Including post-secondary

Table 2

RESPONDENT CHARACTERISTICS BY GROUP

Group Variable	Number	Percent
College/University Faculty*		
Vocational Home Economics		
Yes	68	60
No	39	35
Public School Vocational Home Economics Teaching Experience		
Yes	65	58
No	43	38
If Yes, Type		
Consumer and Homemaking Education	63	56
Occupational Home Economics Education	7	6
If Yes, Years Experience		
1-5 years	36	32
6-10 years	19	17
10+ years	10	9
Non-Teaching Experience		
Child Care and Guidance, Management, and Services	21	19
Clothing, Apparel, and Textile Management, Production, and Services	28	25
Food Production, Management, and Services	34	30
Home Furnishings and Equipment Management, Production, and Services	15	13
Institutional, Home Management, and Supporting Services	6	5
If Yes, Years Experience		
1-5 years	51	45
6-10 years	13	12
10+ years	12	14
College/University Teaching Assignment(s)		
Child/Human Development	22	19
Family Relations	12	11
Clothing and Textiles	23	20
Consumer Science	16	14
Fashion Merchandising	16	14
Food and Nutrition	22	19

* Including post-secondary

TABLE 2 - (cont'd)

Group Variable	Number	Percent
Food Service Management	11	10
Home Management	16	14
Housing/Interior Design	10	9
Home Economics Education	35	31
Years Experience		
1-5 years	28	25
6-10 years	33	29
11-20 Years	33	29
20+ years	13	12
Secondary Occupational Home Economics Teacher		
Present Teaching Assignment		
Home Economics Cooperative Education	33	38
Pre-Employment Laboratory Education	20	23
Coordinated Vocational-Academic Education	20	23
Vocational Education for the Handicapped	14	16
Size of Community		
0-2,500	5	6
2,501-6,000	13	15
6,001-10,000	7	8
10,000-30,000	22	25
30,001-100,000	18	21
100,000+	15	17
Level of Students Taught		
High School	77	89
Junior High School	13	15
Middle School	4	5
Occupational Home Economics Teaching Experience		
1-5 years	32	37
6-10 years	27	31
10+ years	26	30
Non-Teaching Experience		
Child Care and Guidance, Management, and Services	23	26
Clothing, Apparel, and Textile Management, Production, and Services	24	28
Food Production, Management, and Services	36	41
Home Furnishings and Equipment Management, Production, and Service	6	7
Institutional, Home Management, and Supporting Services	7	8
If Yes, Years Experience		
1-5 years	51	59
6-10 years	7	8
10+ years	1	1

Group Variable	Number	Percent
TEA Staff		
Ever Taught Home Economics		
Yes	8	89
No	0	0
If Yes, Type		
Consumer and Homemaking Education	8	89
Occupational Home Economics Education	5	56
If Yes, Years Experience		
1-5 years	0	0
6-10 years	1	11
10+ years	7	78
Non-Teaching Employment		
Child Care and Guidance, Management, and Services	2	22
Clothing, Apparel, and Textile Management, Production, and Services	2	22
Food Production, Management, and Services	3	33
Home Furnishings and Equipment Management, Production, and Services	2	22
Institutional, Home Management, and Supporting Services	1	11
College/University Teaching Experience		
Child/Human Development	2	22
Family Relations	0	0
Clothing and Textiles	0	0
Consumer Science	0	0
Fashion Merchandising	0	0
Food and Nutrition	0	0
Food Service Management	0	0
Home Management	1	11
Housing/Interior Design	0	0
Home Economics Education	0	0
Years Experience		
1-5 years	2	22
6-10 years	0	0
11-20 years	0	0
20+ years	0	0

TABLE 2 - (cont'd)

Group Variable	Number	Percent
Business/Industry		
Occupational Area		
Child Care and Guidance, Management, and Services	17	29
Clothing, Apparel, and Textile Management, Production, and Services	10	18
Food Production, Management, and Services	21	36
Home Furnishings and Equipment Management, Production, and Services	5	8
Institutional, Home Management, and Supporting Services	3	5
Years Experience		
1-5 years	7	12
6-10 years	21	36
10+ years	26	44

Total Number of Respondents = 268

work experience. Teaching assignments in all areas were represented. College/university teaching experience ranged primarily from one to 20 years.

All occupational instructional methods were represented by the secondary occupational home economics teachers who participated in the study. All sizes of communities were represented as well. Most taught high school. Teachers reported teaching experience of from one to more than 10 years. Teachers reported non-teaching experience in all occupational areas; however, significantly fewer reported experience in the areas of home furnishings and equipment, management, production, and services or institutional, home management, and supporting services. Most reported 5 or fewer years of non-teaching work experiences.

All of the TEA Vocational Home Economics Education staff has taught home economics. The staff members may have taught C&HE, Occupational Home Econommics Education, or both. Most have taught more than 10 years. Non-teaching employment of the TEA Staff included all occupational areas included in the study. Two have taught at the college/university level briefly.

Business/industry representatives from all five occupational areas were included in the sample. Most had more than five years of experience in the occupational areas they represented.

Analysis of Data

Data obtained from responses to the five Delphi questionnaires were analyzed for each of the three Delphi rounds. Descriptions of the results obtained in each Delphi round are reported by questionnaire in the discussion which follows and in Tables 3 through 9. The percentage of respondents reaching the highest level of consensus within two ratings are reported. Achievement of 75 percent consensus as indicated by the omission of a statement from Round II or Round III as shown in the tables follows the established criteria reported in Chapter II. Consensus regarding a competency or subcompetency could be within any two adjacent rating categories. The mean rating of each competency and subcompetency statement for each Delphi round are reported in the same manner as the percentages.

Consensus for elimination of a competency statement after Round I was defined as agreement by at least 75 percent of the respondents within two adjacent rating categories, since this level was expected to produce a high level of significance when compared to chance.

Child Care and Guidance Management and Services

The responses to the Child Care and Guidance Management and Services Delphi Questionnaire included 64 usuable responses to Round I, 53 usable responses to Round II, and 45 usuable responses to Round III. The percentages of consensus and the item means are summarized in Table 3.

Table 3

CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES

Mean Ratings and Percentages of Consensus by Delphi Round

Statement Number	Round I N=64		Round II N=53		Round III N=45		Significance
	%	Mean	%	Mean	%	Mean	
I.	82	3.33					.001
1.	91	3.58					.001
2.	76	2.43					.001
3.	54	2.43	77	2.31			.001
4.	57	2.60	77	2.33			.001
5.	60	2.56	72	2.42	72	2.30	.01
II.	95	3.58					.001
6.	68	2.54	71	2.47	78	2.39	.001
7.	67	2.95	75	3.06			.001
8.	84	3.27					.001
9.	100	3.81					.001
10.	92	3.45					.001
11.	92	2.50					.001
12.	99	3.59					.001
13.	75	2.89	90	3.06			.001
14.	74	3.00	91	3.16			.001
15.	80	3.16					.001
16.	77	3.06					.001
17.	82	3.31					.001
18.	82	3.14					.001
III.	94	3.69					.001
19.	94	3.57					.001
20.	67	2.70	81	2.78			.001
21.	94	3.67					.001
22.	87	3.44					.001
23.	83	3.29					.001
24.	75	3.16					.001
25.	71	2.95	81	3.02			.001
26.	84	3.21					.001
27.	68	2.65	85	2.19			.001
28.	89	3.30					.001
29.	70	2.61	83	2.40			.001
IV.	68	2.98	80	2.88			.001
30.	71	2.37	77	2.29			.001
31.	60	2.52	81	2.51			.001
32.	57	2.44	77	2.42			.001
33.	59	2.63	76	2.81			.001
34.	62	2.46	70	2.70	82	2.75	.001
35.	73	2.98	88	3.04			.001
36.	61	2.69	72	2.59	64	2.48	N.S.
37.	83	3.32					.001
38.	73	3.13	81	3.00			.001

TABLE 3 - (cont'd)

Statement Number	Round I N=64		Round II N=53		Round III N=45		Significance
	%	Mean	%	Mean	%	Mean	
V.	86	3.39					.001
39.	90	3.48					.001
40.	76	2.54					.001
41.	71	2.98	94	3.23			.001
42.	73	3.14	94	3.21			.001
43.	81	3.10					.001
44.	84	2.67					.001
45.	65	2.71	83	2.71			.001
46.	60	2.71	74	2.79	75	2.66	.001
47.	79	3.10					.001
48.	79	3.11					.001
49.	66	2.69	77	2.82			.001
50.	70	2.89	85	2.92			.001
51.	77	3.05					.001
52.	66	2.63	85	2.74			.001
VI.	88	3.50					.001
53.	68	2.89	80	2.98			.001
54.	78	3.10					.001
55.	71	3.02	94	3.17			.001
56.	79	3.19					.001
VII.	98	3.70					.001
57.	98	3.79					.001
58.	95	3.66					.001
59.	98	3.67					.001
60.	93	3.58					.001
61.	95	3.80					.001
62.	88	3.38					.001
63.	94	3.65					.001
64.	95	3.75					.001
65.	83	3.22					.001
66.	91	3.57					.001
67.	79	3.00					.001
68.	75	2.91					.001
69.	65	2.78					.001
VIII.	98	3.80					.001
70.	92	3.60					.001
71.	95	3.69					.001
IX.	100	3.79					.001
72.	90	3.43					.001
73.	95	3.69					.001
74.	83	3.20					.001
X.	86	3.37					.001
75.	75	2.98					.001
76.	84	3.19					.001
77.	73	3.09	88	3.15			.001
78.	92	3.50					.001

Consensus was achieved by 75 percent or more of the respondents in the three Delphi rounds for all but two subcompetencies in the Child Care and Guidance Management and Services questionnaire. This level was reached for nine of the 10 competencies and for 49 of the 78 subcompetencies in Round I. Round II items which reached this level included the remaining competency and 24 subcompetencies. Round III resulted in agreement regarding three additional subcompetencies.

The two subcompetencies which did not reach consensus by 75 percent of the respondents were:

5. Work with the board of directors to establish operating, employee, and enrollment policies. (72 percent)

36. Obtain adequate insurance coverage for fire, liability, accidents, workers compensation, fidelity bonding, and unemployment. (64 percent)

Agreement regarding Subcompetency 5 had increased from 60 percent to 72 percent in Rounds I and II, then stabilized at 72 percent in Round III, just under the required level of consensus. Agreement regarding Subcompetency 36 increased from 61 percent to 72 percent in Rounds I and II, then declined to 64 percent in Round III. Business/industry representatives and secondary teachers rated both subcompetencies lower than did college/university faculty. When analyzed by the three largest groups of respondents the following results were obtained:

Table 4

Differences Between Groups on Ratings of Subcompetencies which Failed to Achieve Consensus in Child Care and Guidance, Management, and Services

Subcompetency	College/ University		Secondary Teachers		Business/ Industry		Significance
	N	Mean	N	Mean	N	Mean	
5	16	2.87	15	2.06	11	1.81	.01
36	16	2.68	16	2.25	11	2.00	.01

For both child care subcompetencies for which consensus was not reached, college/university faculty gave the highest importance ratings and business/industry representatives the lowest.

The mean importance ratings of one competency and 26 subcompetencies fell below the important/very important level. The lowest rated competency was:

IV. Assume responsibility for managing the operation of a child care center.

The lowest rated subcompetencies were:

75. Utilize recognized developmental norms to assess the accomplishments of individual children. (mean = 2.98)

53. Develop and conduct the public relations program for the child care center. (mean = 2.98)

50. Outline strategies for providing staff training and resources. (mean = 2.92)

68. Recognize common feeding problems. (mean = 2.91)

49. Conduct regular staff meetings. (mean = 2.82)

33. Develop a system for maintaining accurate financial and personnel records. (mean = 2.81)

69. Recognize the role of children's clothing in promoting comfort, health, independence, and self-esteem. (mean = 2.78)

20. Analyze an existing child care facility in order to

recommend remodeling needed. (mean = 2.78)

34. Outline strategies for controlling costs. (mean = 2.75)

52. Identify professional organizations in which membership would be desirable for professional child care personnel. (mean = 2.74)

45. Explain how employees' records are established and maintained. (mean = 2.71)

44. Plan an orientation program for new employees. (mean = 2.67)

46. Schedule staff working hours and vacation time. (mean = 2.66)

40. Construct organizational charts showing the relationship and lines of communication among various staff positions. (mean = 2.54)

31. Plan and evaluate an annual budget and fee schedule for a child care center. (mean = 2.51)

11. Define the role of care for children of various ages. (mean = 2.50)

36. Obtain adequate insurance coverage for fire, liability, accidents, workers compensation, fidelity bonding, and unemployment. (mean = 2.48)

2. Analyze a child care program's legal concerns and potential for liability. (mean = 2.43)

32. Prepare monthly financial reports and budget adjustments based on evaluation of income and expenditures. (mean = 2.42)

29. Maintain inventory records of all supplies and equipment. (mean = 2.40)

6. Outline procedures for conducting a community needs assessment for child care services. (mean = 2.39)

4. Work with the board of directors to establish program philosophy and goals. (mean = 2.33)

3. Explain the roles and functions of a child care program board of directors. (mean = 2.31)

5. Work with the board of directors to establish operating, employee, and enrollment policies. (mean = 2.30)

30. Describe funding sources available to child care programs. (mean = 2.29)

27. Store and distribute equipment and supplies. (mean = 2.19)

The levels of consensus for all 10 child care competencies and all but two subcompetencies were significant at the .001 level. Subcompetency 5, which failed to reach consensus, still resulted in a .01 significance level for the 72 percent of the respondents who agreed on its importance. The other item which failed to reach consensus, Subcompetency 36, resulted in a nonsignificant level of consensus (64 percent) when analyzed using chi square.

Clothing and Home Furnishings Management, Production, and Services

Responses to the Clothing and Home Furnishings Management, Production, and Services Delphi questionnaire resulted in 51 usuable responses to Round I, 45 usuable responses to Round II, and 36 usuable responses to Round III. The percentages of consensus and the item means are summarized in Table 5.

Consensus was reached by 75 percent or more of the respondents in the three Delphi rounds for all but one subcompetency in the Clothing and Home Furnishings Management, Production, and Services questionnaire. This level was reached for six of the 12 competencies and 34 of the 115 subcompetencies in Round I. Round II items reaching this level included 5 additional competencies and 69 additional subcompetencies. Round III resulted in agreement regarding 11 more subcompetencies.

The unresolved subcompetency was:

50. Develop and evaluate fashion designs for production.

Table 5

CLOTHING AND HOME FURNISHINGS MANAGEMENT, PRODUCTION, AND SERVICES

Mean Ratings and Percentages of Consensus by Delphi Round

Statement Number	Round I N=51		Round II N=45		Round III N=36		Significance
	%	Mean	%	Mean	%	Mean	
I.	68	2.67	77	2.48			.001
1.	58	2.27	82	2.18			.001
2.	87	3.42					.001
3.	73	3.00	72	2.82	75	2.31	.01
4.	57	2.63	74	2.64	80	2.58	.001
5.	60	2.57	80	2.48			.001
6.	66	2.73	82	2.74			.001
7.	59	2.43	77	2.21			.001
8.	57	2.54	69	2.08	77	2.14	.001
9.	60	2.26	74	2.10	83	2.08	.001
10.	53	2.60	87	2.35			.001
11.	77	3.20					.001
II.	83	3.[illegible]3					.001
12.	94	3.57					.001
13.	89	3.56					.001
14.	72	2.94	82	2.68			.001
15.	74	2.87	76	2.72			.01
III.	87	3.22					.001
16.	78	3.22					.001
17.	82	3.22					.001
18.	63	2.54	90	2.55			.001
19.	81	3.17					.001
20.	60	2.77	90	2.68			.001
21.	77	3.11					.001
IV.	86	3.32					.001
22.	87	3.47					.001
23.	87	3.51					.001
24.	87	3.53					.001
25.	75	2.96					.001
26.	83	3.23					.001
27.	55	2.45	87	2.31			.001
V.	91	3.36					.001
28.	68	2.57	84	2.21			.001
29.	72	3.11	89	2.81			.001
30.	75	2.83					.001
31.	98	3.65					.001
32.	57	1.91	80	2.02			.001
33.	60	1.74	84	1.75			.001
VI.	65	2.47	76	2.32			.01
34.	70	2.37	74	2.33	88	2.17	.001
35.	72	2.35	77	2.15			.001
36.	65	2.43	77	2.28			.001

TABLE 5 - (cont'd)

Statement Number	Round I N=51		Round II N=45		Round III N=36		Significance
	%	Mean	%	Mean	%	Mean	
37.	54	2.41	85	3.30			.001
38.	54	2.35	74	2.21	86	2.22	.001
39.	52	2.33	72	2.33	86	2.17	.001
40.	47	1.84	67	2.05	80	1.94	.001
VII.	84	3.34					.001
41.	78	3.26					.001
42.	81	3.30					.001
43.	75	3.00					.001
44.	79	3.04					.001
45.	72	2.33	84	2.40			.001
46.	68	2.85	76	2.84			.01
47.	70	2.87	87	3.02			.001
48.	77	3.23					.001
49.	70	3.04	89	3.02			.001
VIII.	68	2.93	61	2.88			.001
50.	50	2.48	59	2.15	72	2.17	.01
51.	72	2.96	93	2.89			.001
52.	75	2.96					.001
53.	57	2.53	77	2.43			.001
54.	51	2.32	79	1.97			.001
55.	51	1.91	77	2.05			.001
56.	51	2.51	77	2.23			.001
57.	49	2.21	77	2.12			.001
58.	54	2.48	72	2.33	82	2.20	.001
59.	57	2.11	80	2.12			.001
60.	65	2.76	87	2.76			.001
61.*	61	2.54					N.S.
62.	60	2.56	86	2.23			.001
63.	57	2.33	79	2.21			.001
64.	57	2.30	74	2.16	80	2.00	.001
65.	70	2.96	90	3.05			.001
66.	80	3.31					.001
67.	70	3.17	82	2.94			.001
68.	55	2.49	85	2.30			.001
69.	62	2.74	84	2.86			.001
70.	55	2.45	87	2.44			.001
71.	75	3.15					.001
72.	46	2.24	80	2.25			.001
IX.	70	3.05	86	3.02			.001
73.	77	3.30	87	3.05			.001
74.	78	3.28					.001
75.	57	2.70	82	2.68			.001
76.	75	3.19					.001

* Subcompetency 61 was inadvertently omitted from the Round II questionnaire.

TABLE 5 - (cont'd)

Statement Number	Round I N=51		Round II N=45		Round III N=36		Significance
	%	Mean	%	Mean	%	Mean	
77.	77	2.74					.001
78.	72	3.07	87	2.97			.001
79.	70	3.29	85	3.00			.001
80.	77	3.21	90	3.05			.001
81.	78	3.30					.001
82.	80	3.45					.001
X.	82	3.30					.001
83.	83	3.23					.001
84.	87	3.34					.001
85.	83	3.30					.001
86.	72	2.96	95	2.89			.001
87.	70	2.91	92	2.94			.001
88.	70	2.98	92	2.97			.001
89.	77	3.15					.001
XI.	68	2.77	92	2.81			.001
90.	50	2.39	84	2.35			.001
91.	61	2.57	89	2.59			.001
92.	51	2.30	78	2.21			.001
93.	57	2.48	79	2.36			.001
94.	61	2.37	81	2.40			.001
95.	46	2.09	84	2.78			.001
96.	50	2.33	83	2.33			.001
97.	46	2.22	78	2.24			.001
98.	46	2.28	81	2.29			.001
99.	48	2.26	81	2.21			.001
XII.	72	2.98					.01
100.	79	3.28					.001
101.	63	2.77	80	2.42			.001
102.	66	2.66	79	2.57			.001
103.	57	2.34	74	2.09	80	1.74	.001
104.	60	2.26	79	2.05			.001
105.	52	2.28	76	2.00			.01
106.	51	2.17	82	1.84			.01
107.	70	3.02	84	2.59			.001
108.	55	2.64	94	2.52			.001
109.	68	2.87	83	2.69			.001
110.	65	2.47	84	2.34			.001
111.	62	1.89	87	2.32			.001
112.	60	2.72	87	2.26			.001
113.	53	2.30	90	2.13			.001
114.	57	2.[illegible]7	87	2.07			.001
115.	66	2.38	82	1.62			.001

For Subcompetency 50, Round III responses were analyzed to determine variations in responses by group. College/university faculty and secondary teachers gave equal importance ratings to the item (mean = 2.72) while business/industry representatives rated it lower (mean = 2.20). This information is summarized in the table below.

Table 6

Differences Between Groups on Ratings of Subcompetencies which Failed to Achieve Consensus in Clothing Management, Production, and Services

Subcompetency	College/ University		Secondary Teachers		Business/ Industry		Significance
	N	Mean	N	Mean	N	Mean	
50	18	2.72	11	2.72	5	2.20	.01

For Clothing Management, Production and Services, five of the 12 competencies had mean ratings of moderately important/important.

These lowest rated competencies were:

I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.

VI. Plan, implement, and evaluate a fashion promotion program.

VIII. Analyze procedures in the design and production of apparel and accessories.

XI. Outline techniques and skills utilized in laundry and dry cleaning operations.

XII. Utilize appropriate techniques for construction of draperies and home accessories.

There were 73 of the 115 subcompetencies that had mean ratings of moderately important/important. They are listed on the following page.

Subcompetency	Mean	Subcompetency	Mean
78	2.97	(cont'd from 1st column)	
88	2.97	110	2.34
25	2.96	96	2.33
52	2.96	111	2.32
67	2.94	3	2.31
87	2.94	27	2.31
51	2.89	68	2.30
86	2.89	98	2.29
69	2.86	36	2.28
46	2.84	112	2.26
30	2.83	72	2.25
29	2.81	97	2.24
95	2.78	56	2.23
60	2.76	62	2.23
6	2.74	38	2.22
77	2.74	7	2.21
15	2.72	28	2.21
109	2.69	63	2.21
14	2.68	92	2.21
20	2.68	99	2.21
75	2.68	58	2.20
91	2.59	1	2.18
107	2.59	34	2.17
4	2.58	39	2.17
102	2.57	50	2.17
18	2.55	35	2.15
61	2.54	8	2.14
108	2.52	113	2.13
5	2.48	57	2.12
70	2.44	59	2.12
53	2.43	9	2.08
101	2.42	114	2.07
45	2.40	55	2.05
94	2.40	104	2.05
93	2.36	32	2.02
10	2.35	64	2.00
90	2.35	105	2.00

An additional six subcompetencies had a mean importance rating of slightly important/moderately important. These lowest rated subcompetencies were:

54. Grade patterns in a range of sizes. (mean = 1.97)

40. Model apparel and accessories. (mean = 1.94)

106. Install window treatment hardware, using appropriate hardware and attachment techniques. (mean = 1.84)

33. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette. (mean = 1.75)

103. Construct Austrian, Roman, and laminated roller shades and shutter fabric fills. (mean = 1.62)

115. Recover a chair seat using basic upholstery techniques.

Ten of the 12 competency statements and all but six subcompetencies had levels of consensus which were significant at the .001 level. Two competencies and six subcompetencies resulted in significance levels of .01.

Food Production, Management, and Services

The Delphi questionnaire on Food Production, Management, and Services resulted in 56 usuable responses in Round I, 54 in Round II, and 48 in Round III. Six of the eight competencies and 36 of the 53 subcompetencies reached 75 percent consensus in Round I. The two remaining competencies and 16 additional subcompetencies reached consensus in Round II. The one remaining subcompetency reached consensus in Round III. The percentage of consensus and the item means are summarized in Table 7.

Of the eight competencies and 53 subcompetencies included in the Food Production, Management, and Services questionnaire, one competency and nine subcompetencies had mean importance ratings of moderately important/important. The lowest rated competency was:

I. Manage business responsibilities related to food production and service.

Table 7

FOOD PRODUCTION, MANAGEMENT AND SERVICES

Mean Ratings and Percentages of Consensus by Delphi Round

Statement Number	Round I N=56		Round II N=54		Round III N=48		Significance
	%	Mean	%	Mean	%	Mean	
I.	71	3.06	86	2.08			.001
1.	77	3.11					.001
2.	71	3.09	88	3.16			.001
3.	54	2.57	72	2.50	87	2.72	.001
4.	81	3.15					.001
5.	79	3.17					.001
6.	62	2.66	82	2.82			.001
7.	65	2.13	83	2.13			.001
8.	73	2.96	82	3.04			.001
9.	66	2.86	78	3.00			.001
10.	68	2.20	78	2.24			.001
11.	62	2.67	76	2.92			.001
12.	73	3.00	88	3.10			.001
13.	75	3.33	96	3.56			.001
14.	81	3.38					.001
II.	88	3.34					.001
15.	57	2.56	76	2.65			.001
16.	96	3.75					.001
III.	85	3.32					.001
17.	93	3.37					.001
18.	88	3.30					.001
19.	100	3.53					.001
20.	85	3.30					.001
21.	98	3.67					.001
22.	85	3.36					.001
23.	89	3.51					.001
IV.	78	3.14	86	3.17			.001
24.	71	2.88	88	3.16			.001
25.	58	2.73	82	2.82			.001
26.	75	3.15					.001
27.	84	3.35					.001
V.	99	3.81					.001
28.	96	3.75					.001
29.	78	3.16					.001
VI.	100	3.98					.001
30.	100	3.94					.001
31.	98	3.90					.001
VII.	92	3.46					.001
32.	89	3.23					.001
33.	88	3.46					.001
34.	88	3.39					.001
35.	98	3.76					.001

TABLE 7 - (cont'd)

Statement Number	Round I N=56		Round II N=54		Round III N=48		Significance
	%	Mean	%	Mean	%	Mean	
36.	98	3.69					.001
37.	92	3.57					.001
38.	88	3.34					.001
39.	85	3.44					.001
40.	92	3.57					.001
41.	87	3.46					.001
42.	60	2.69	82	3.80			.001
43.	90	3.40					.001
44.	75	3.13					.001
VIII.	98	3.69					.001
45.	71	2.80	82	2.92			.001
46.	76	3.05	80	2.94			.001
47.	83	3.11					.001
48.	85	3.33					.001
49.	93	3.50					.001
50.	88	3.26					.001
51.	73	3.05	84	3.04			.001
52.	79	3.28					.001
53.	83	3.19					.001

The lowest rated subcompetencies were:

46. Plan and set up a banquet or meeting room according to written specifications. (mean = 2.94)

11. Prepare and maintain records, correspondence, and forms in a food service operation. (mean = 2.92)

45. Take dining reservations and determine seating needs, using space and personnel effectively. (mean = 2.92)

6. Develop menu sheets or folders. (mean = 2.82)

25. Contact purveyors, and compare food prices. (mean = 2.82)

3. Plan and analyze finances, costs, and sales and prepare a profit/loss statement for a food service operation. (mean = 2.72)

15. Plan and evaluate the location, layout, equipment, and decor of a food service facility. (mean = 2.65)

10. Plan and conduct an advertising and promotional program for a food service operation. (mean = 2.24)

7. Plan or adapt menus for general and modified diets. (mean = 2.13)

The levels of consensus for all eight competencies and subcompetencies related to Food Service were significant at the .001 level.

Institutional and Home Management

A total of 44 usable responses to the Institutional and Home Management questionnaire were received in Round I, 40 in Round II, and 35 in Round III. In Round I, 75 percent consensus was reached by five of the seven competencies and 24 of the 67 subcompetencies. In Round II, the two remaining competencies and 39 additional subcompetencies reached consensus at the 75 percent level. In the final round the four remaining subcompetencies achieved consensus. The percentages of consensus and item means are summarized in Table 8.

Table 8

INSTITUTIONAL AND HOME MANAGEMENT

Mean Ratings and Percentages of Consensus by Delphi Round

Statement Number	Round I N=44		Round II N=40		Round III N=35		Significance
	%	Mean	%	Mean	%	Mean	
I.	75	3.00					.01
1.	77	3.05					.001
2.	74	2.89	91	3.05			.001
3.	73	2.98	77	2.94			.01
4.	64	2.72	72	2.72	85	2.56	.001
5.	95	3.54					.001
6.	86	3.22					.001
II.	87	3.32					.001
7.	82	3.13					.001
8.	67	2.72	89	2.75			.001
9.	90	2.88					.001
10.	93	3.56					.001
11.	67	2.82	88	2.91			.001
12.	82	3.26					.001
13.	97	3.67					.001
14.	90	3.46					.001
15.	82	3.33					.001
III.	84	3.26					.001
16.	59	2.72	83	3.00			.001
17.	64	2.79	85	2.97			.001
18.	84	3.24					.001
19.	82	3.10					.001
20.	80	3.13					.001
21.	80	3.03					.001
22.	72	3.00	92	2.97			.001
23.	64	2.72	83	3.08			.001
24.	85	2.97					.001
IV.	88	3.31					.001
25.	72	2.72	75	2.69			.01
26.	70	2.73	75	2.69			.01
27.	76	3.03					.01
28.	62	2.69	81	2.80			.001
29.	72	2.92	75	2.79			.001
30.	74	2.97	92	3.05			.001
31.	68	2.84	81	2.88			.001
32.	77	2.92					.001
33.	64	2.64	89	2.77			.001
34.	62	2.77	88	2.83			.001
35.	61	2.66	83	2.69			.001
36.	66	2.76	89	2.69			.001
37.	62	2.62	89	2.75			.001
38.	89	3.12					.001

TABLE 8 - (cont'd)

Statement Number	Round I N=44		Round II N=40		Round III N=35		Significance
	%	Mean	%	Mean	%	Mean	
V.	77	3.06	81	2.81			.001
39.	74	2.84	82	2.70			.001
40.	71	2.32	81	2.08			.001
41.	78	2.33					.001
42.	64	2.05	74	1.89	95	1.78	.001
43.	54	2.10	69	1.94	76	1.79	.001
44.	74	3.00	89	3.05			.001
45.	67	2.74	71	2.66	81	2.34	.001
46.	76	1.22					.01
47.	61	2.51	83	2.30			.001
48.	64	2.49	83	2.36			.001
49.	61	2.36	78	2.02			.001
50.	59	2.41	80	2.27			.001
VI.	85	3.24					.001
51.	69	2.72	89	2.77			.001
52.	78	3.08					.001
53.	87	3.33					.001
54.	67	2.56	81	2.25			.001
55.	72	2.95	86	2.72			.001
56.	74	2.69	89	2.44			.001
57.	72	2.49	86	2.36			.001
VII.	72	2.80	92	2.75			.01
58.	67	2.41	80	2.88			.001
59.	67	2.56	89	2.80			.001
60.	67	2.74	89	2.85			.001
61.	72	2.74	89	2.80			.001
62.	65	2.62	83	2.75			.001
63.	76	2.76					.01
64.	80	2.95					.001
65.	66	2.82	83	2.94			.001
66.	62	2.36	89	2.74			.001
67.	69	2.79	84	2.91			.001

Institutional and Home Management was the occupational area resulting in the most items with importance ratings below 3.00 (important). Three competencies and 40 of 67 subcompetencies had mean ratings of moderately important/important. Three subcompetencies had mean ratings of slightly important/somewhat important.

The lowest rated competencies were:

IV. Train housekeeping employees to perform specific cleaning tasks.

V. Train housekeeping employees to assume general maintenance and repair responsibilities.

VII. Supervise linen room procedures.

Items rated moderately important/important included:

17. Demonstrate procedures for making a preliminary check of guest room condition when entering, and for reporting damaged and found items. (mean = 2.97)

22. Describe procedures for cleaning school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory. (mean = 2.97)

24. Outline tasks involved in keeping private home clean. (mean = 2.97)

64. Handle the types of requests and complaints often received by housekeeping in institutions, hotels, and motels. (mean = 2.95)

3. Prepare work schedules and job assignments appropriate for an institutional or home management business. (mean = 2.94)

65. Describe procedures for processing all lost and found items found by housekeeping staff. (mean = 2.94)

11. Maintain inventory control of cleaning equipment and supplies. (mean = 2.91)

67. Order needed supplies, linens, and uniforms. (mean = 2.91)

9. Store cleaning equipment and supplies. (mean = 2.88)

31. Clean beds, and assist in turning mattresses as directed. (mean = 2.88)

58. Describe procedures used by the head housekeeper for processing all "check-out" and "in-order" room communications between housekeeping and the front desk. (mean = 2.88)

60. Outline controls used in housekeeping to ensure that supplies, linens, and uniforms are accounted for by each worker. (mean = 2.85)

34. Clean and wash glass, porcelainized surfaces and windows with squeegee or spray cleaner. (mean = 2.83)

28. Shampoo carpet. (mean = 2.80)

59. Describe procedures used by the head housekeeper to check each housekeeping aide's cart to ensure that it is equipped and supplied. (mean = 2.80)

61. Outline controls used in housekeeping to ensure that supplies, linens, and uniforms are accounted for by each worker. (mean = 2.80)

29. Remove soiled bed linens, and deposit in designated place. (mean = 2.79)

33. Vacuum or shampoo upholstered furniture. (mean = 2.77)

51. Obtain clothing care services as needed. (mean = 2.77)

63. Describe procedures for checking and reassigning uncleaned rooms at the end of each housekeeping shift. (mean = 2.76)

8. Receive and inspect cleaning supplies, and complete receiving records. (mean = 2.75)

37. Clean window treatments. (mean = 2.75)

62. Outline housekeeping procedures for checking all "do not disturb" rooms by phone after checkout time, and reporting "no answers" to appropriate management personnel. (mean = 2.75)

66. Mend linens and uniforms. (mean = 2.74)

55. Iron, press, fold, store, and distribute clean linens and clothes. (mean = 2.72)

39. Remove stains from various surfaces and materials. (mean = 2.70)

25. Collect and empty trash and garbage containers. (mean =

2.69)

26. Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets. (mean = 2.69)

35. Clean light fixtures, and remove and replace light bulbs when necessary. (mean = 2.69)

36. Clean walls, ceilings, woodwork, and chalkboards. (mean = 2.69)

4. Plan and anaylze finances, costs, and sales for an institutional or home management business. (mean = 2.56)

56. Repair garments, linens, curtains, and towels using a sewing machine. (mean = 2.44)

48. Clean outside areas, such as walkways, patios, driveways, porches, and parking lots. (mean = 2.36)

57. Air blankets, pillows, and mattresses. (mean = 2.36)

47. Care for grounds around building as required. (mean = 2.30)

45. Apply extermination materials as directed. (mean = 2.34)

50. Display flag using correct procedures. (mean = 2.27)

54. Hand-launder equipment and supplies safely and correctly. (mean = 2.25)

40. Repair textile products, furniture, and window treatments. (mean = 2.08)

49. Inspect and maintain playground equipment, fences, and swimming pool area. (mean = 2.02)

The subcompetencies rated slightly important/moderately important were:

43. Inspect, clean, and perform designated maintenance of heating and cooling equipment on a regular schedule. (mean = 1.79)

42. Perform minor electrical appliance maintenance and repairs. (mean = 1.78)

46. Care for houseplants. (mean = 1.22)

Five of the seven subcompetencies and all but six subcompetencies reached a level of consensus significant at the .001 level when analyzed by the chi square technique. Two competencies and six subcompetencies reached consensus at the .01 level of significance.

Teacher Education

The teacher education questionnaire was completed by 63 respondents in Round I and 60 in Round II. All items reached consensus in two Delphi rounds. All seven competencies and 87 of the 95 subcompetencies reached 75 percent agreement among participants in the first Delphi round. The remaining eight subcompetencies achieved consensus in Round II. The percentages of concensus and item means are summarized in Table 9.

The importance rating of only eight items fell below the important/very important range. These subcompetencies with mean importance ratings below 3.00 (important) were:

11. Plan and conduct public relations/publicity for Occupational Home Economics Eduation. (mean = 2.98)

49. Maintain occupational competency profiles for Occupational Home Economics Education students. (mean = 2.98)

63. Supervise an employer-employee appreciation event. (mean = 2.96)

33. Determine computer applications appropriate in home economics occupations. (mean = 2.94)

94. Recognize influences of economic trends on individuals. (mean = 2.94)

Table 9

TEACHER EDUCATION

Mean Ratings and Percentages of Consensus by Delphi Round

Statement Number	Round I N=63		Round II N=60		Round III N=0		Significance
	%	Mean	%	Mean	%	Mean	
I.	91	3.32					.001
1.	72	2.96	80	3.05			.001
2.	88	3.42					.001
3.	84	3.38					.001
4.	78	3.09					.001
5.	89	3.35					.001
6.	82	3.18					.001
7.	65	2.85	77	2.88			.001
8.	70	3.09	84	3.03			.001
9.	84	3.34					.001
10.	84	3.96					.001
11.	76	2.98					.001
12.	81	3.07					.001
13.	81	3.25					.001
14.	86	3.44					.001
15.	91	3.51					.001
16.	91	3.44					.001
17.	83	3.04					.001
18.	83	3.09					.001
II.	93	3.51					.001
19.	84	3.35					.001
20.	77	3.07					.001
21.	88	3.48					.001
22.	90	3.35					.001
23.	93	3.56					.001
24.	80	3.04					.001
25.	95	3.54					.001
26.	86	3.23					.001
27.	93	3.41					.001
28.	93	3.30					.001
29.	82	3.16					.001
III.	92	3.59					.001
30.	76	3.41					.001
31.	96	3.56					.001
32.	99	3.41					.001
33.	66	2.77	79	2.94			.001
34.	89	3.31					.001
35.	91	3.36					.001
36.	96	3.65					.001
37.	89	3.47					.001
38.	63	2.98	80	2.70			.001
39.	82	3.27					.001

TABLE 9 - (cont'd)

Statement Number	Round I N=63		Round II N=60		Round III N=0		Significance
	%	Mean	%	Mean	%	Mean	
40.	89	3.57					.001
41.	86	3.46					.001
42.	98	3.55					.001
43.	96	3.59					.001
44.	80	3.13					.001
45.	73	2.91	77	2.87			.001
IV.	94	3.61					.001
46.	94	3.52					.001
47.	81	3.10					.001
48.	97	3.67					.001
49.	76	2.98					.001
V.	92	3.64					.001
50.	96	3.66					.001
51.	91	3.46					.001
52.	88	3.38					.001
53.	95	3.45					.001
54.	96	3.67					.001
55.	92	3.58					.001
56.	96	3.61					.001
57.	93	3.58					.001
58.	91	3.45					.001
59.	86	3.32					.001
60.	98	3.65					.001
61.	96	3.56					.001
62.	89	3.43					.001
63.	73	3.04	80	2.96			.001
VI.	96	3.71					.001
64.	89	3.53					.001
65.	82	3.36					.001
66.	80	3.23					.001
67.	88	3.47					.001
68.	88	3.38					.001
69.	88	3.40					.001
70.	87	3.31					.001
71.	89	3.45					.001
72.	87	3.26					.001
73.	91	3.65					.001
74.	98	3.78					.001
75.	94	3.54					.001
76.	93	3.50					.001
VII.	96	3.73					.001
77.	89	3.38					.001
78.	95	3.39					.001
79.	97	3.65					.001
80.	82	3.21					.001
81.	98	3.65					.001
82.	95	3.54					.001
83.	93	3.61					.001

TABLE 9 - (cont'd)

Statement Number	Round I N=63		Round II N=60		Round III N=0		Significance
	%	Mean	%	Mean	%	Mean	
84.	84	3.16					.001
85.	90	3.40					.001
86.	90	3.51					.001
87.	82	3.20					.001
88.	100	3.60					.001
89.	100	3.77					.001
90.	98	3.78					.001
91.	98	3.77					.001
92.	95	3.65					.001
93.	82	3.16					.001
94.	71	2.86	76	2.94			.001
95.	81	3.14					.001

7. Outline career ladders for the occupational clusters assigned to vocational home economics by the U.S. Department for Education:

   Child Care and Guidance, Management, and Service

   Clothing, Apparel, and Textiles, Management, Production, and Service

   Food Management, Production, and Services

   Home Furnishings, Equipment, Management, Production, and Services

   Institutional, Home Management, and Supporting Services

   (mean = 2.88)

45. Guide participation in student vocational organization proficiency events. (mean = 2.87)

38. Supplement instructional materials to meet needs of students with limited English proficiency (LEP). (mean = 2.70)

All teacher education competencies and subcompetencies reached a level of consensus significant at the .001 level in two Delphi rounds.

Chapter V

Conclusions, Curriculum Models, and Implications

The data for the study were obtained from five Delphi questionnaires received from 275 persons in the first Delphi Round, 245 persons in Round II, and 158 persons in Round III if 75 percent consensus had not been reached. These persons represented the following groups:

1) Teacher educators from 18 of the 20 colleges/universities which offer certification for Vocational Home Economics Education in the state

2) Home economics subject matter specialists in clothing and textiles, home furnishings, food and nutrition, institutional and home management, and child care and guidance

3) Secondary and post-secondary teachers who teach in these areas

4) Persons from business and industry which are related to the home economic occupations

5) The program director and area educational consultants from the Texas Education Agency

Responses to the Delphi questionnaire were analyzed and items which had reached consensus were eliminated from subsequent rounds. The items which failed to reach consensus in three rounds were analyzed by background variables. Based upon analyses, the following conclusions were drawn:

Conclusions

1. Since 448 items reached consensus by the various groups at statistically significant levels, it could be concluded that home economics education majors need to achieve this large number of

identified competencies in order to be qualified to teach the occupational aspect of Vocational Home Economics Education.

2. Because of the high level of agreement among the various groups involved in the study regarding the importance of competencies and subcompetencies needed by occupational home economics teachers, the competency/subcompetency listing should provide a valuable tool for vocational home economics teacher educators, the Vocational Home Economics Education division of the state education agency, and local educational administrators to use in revising the curriculum for Vocational Home Economics Education certification and for inservice education programs at the local, area, and state levels.

3. Since teacher educators gave higher value to several items than did secondary teachers and persons in business/industry, more interaction may need to take place among these groups to exchange ideas on the significance of selected competencies and subcompetencies needed to teach Occupational Home Economics Education.

4. The site visits made during the project and a comparison of university catalogues revealed a wide variance in degree requirements, course offerings, and descriptions of courses. Therefore, decisions for implementing the list of significant competencies/subcompetencies needs to be made by each university within the framework of one of the curriculum models or a combination of the models and guidelines for implementation that were developed.

Curriculum Models

Four curriculum models for Vocational Home Economics Education were developed as a result of this study. These curriculum models are discussed below.

Development of Curriculum Models

The curriculum models developed for the project were based upon the new 1984 Teacher Education Standards, Title 19, Part II Texas Administrative Code and Statutory Citations, Subchapter M. entitled "1984 Program Requirements for Preparations of School Personnel for Provisional Certificates and Endorsements S 137.557 Provisional Vocational Home Economics Certificates," Chapter 137, pages 58-60.

The first section states that the provisional home economics certificate shall be based on completion of a teacher education program as described in S 137.55 which relates to preparation required by all programs. These minimum standards provide at least 45 semester hours of specified subject areas in at least the following three dimensions of curricula:

(1) general education curriculum
(2) teaching specialty curricula designed for Texas public school instruction, and
(3) professional studies curriculum designed for specific roles in public school teaching.

The second section under the requirements for a provisional vocational home economics certificate pertains to the academic preparation which consists of 48 semester hours (24 semester hours upper-division courses) of home economics, which must include, but need not be limited to:

(1) Clothing and textiles - 6-12 semester hours

(2) Food and nutrition - 6-12 semester hours

(3) Home management, family economics, and consumer education - 6-12 semester hours

(4) Housing (including child development, family relations, personal development, home care of the the sick, and individuals with special needs - 9-12 semester hours

(6) Occupational home economics (including competencies in industrial sewing, commercial food services, industrial home management, and child care - 6-9 semester hours

The third dimension of curriculum requirements in the 1984 teacher certification standards include 24 semester hours of upper-division courses in the professional development sequence.

- No more than 12 semester hours, including student teaching, of the professional development sequence may be completed in Vocational Home Economics Education courses.
- A minimum of six semester hours of secondary education courses shall include teaching-learning processes, unique needs of special learners, legal and ethical aspects of teaching, structure, and management of the American school system, with emphasis upon the state and local structure in Texas; and instructional media and technology.

- A minimum of six semsester hours in methodology shall include instructional methods and strategies that emphasize practical applications of the teacher-learning processes; curriculum organization, planning, and evaluation; reading methods of reading instruction in the content area; and basic principles and procedures of classroom management with emphasis on classroom discipline.

A maximum of 12 semester hours shall provide the application of teaching-learning theories and shall include at least 45 clock hours in field experiences prior to the student teaching experience, a minimum of six semester hours credit in the student teaching experience in an approved school accredited by the Central Education Agency. The courses shall be in compliance with Texas Education Code S 13.906.

Based upon the 1984 teacher certification standards, four curriculum models that would prepare students to teach Vocational Home Economics Education ,including Occupational Home Economics Education, were developed by the researchers. All four models have the same general education requirements as proposed in the 1984 teacher certification standards. Also, all models have 48 semester hours of home economics subject matter with 24 semester hours from upper-division courses. However, Model I includes new courses that contain occupational competencies not included in existing courses. Model II includes all occupational competencies in existing courses. Models III and IV incorporate occupational competencies in new and existing courses.

For the dimension of professional eduation, Model I includes six semester hours of student teaching in home economics education courses. This leaves only six semester hours for home economics education methods courses. Model II includes six semester hours of student teaching in professional education courses, educational psychology, and three semester hours of foundations of education or secondary curriculum development. Model II provides the opportunity for 12 semester hours to be offered in home economics education: six semester hours in methods, three semester hours in occupational methods, and three semester hours in an internship and/or field experiences related to home economics occupational education.

The electives in all four models of curriculum are used to assist students to achieve competencies needed to teach Occupational Home Economics Education.

Curriculum Models for Occupational Home Economics Education

The curriculum Models developed for the project can be found on the following pages.

Curriculum Model for Vocational Home Economics Education

MODEL I

General Education

A minimum of 45 semester hours (plus any additional requirements of the University

- English - 12 semester hours (6 hours must emphasize mechanics)
- Speech - 3 semester hours
- American History - 6 semester hours
- Political Science - 6 semester hours
- Natural Science - 4 semester hours
- Mathematics - 3 semester hours (at College Algebra level or above)
- Computer Literacy - 3 semester hours

General Education electives to include 9 semester hours from the following:

- Economics - 3 semester hours (with emphasis on the free enterprise system)
- Behavioral Science
- Fine Arts
- Humanities
- Foreign Language

plus institutional requirements

Total = 48 semester hours

Home Economics Subject Matter

A minimum of 48 semester hours of home economics (24 semester hours from upper-division courses)

Clothing and Textiles

- Courses in clothing selection, construction, and care - 9 semester hours
- Industrial sewing, laundry and drycleaning* - 3 semester hours

Food and Nutrition

- Principles of food preparation, human nutrition - 6 semester hours
- Quantity food production, management, and service* - 3 semester hours

Home Management, Family Economics, and Consumer Education - 6 semester hours

Institutional and Home Management* - 3 semester hours

Housing (including art related to the home) - 6 semester hours

Human Development and the Family (including child development, family relations, personal development, home care of the sick, and individuals with special needs) - 9 semester hours

Child Care Program Development and Management - 3 semester hours

Home Economics Education

12 semester hours

Including:

- Student Teaching - 6 semester hours
- Methods - 3 semester hours
- Advanced Methods - 3 semester hours

Professional Education

12 semester hours

Including:

- Educational Psychology - 3 semester hours
- Foundations of Education or Secondary Curriculum Development - 3 semester hours
- Reading or Special Audiences - 3 semester hours
- Internship/Field Experiences - 3 semester hours

Electives

12 semester hours

Including:

- Home Economics Education Occupational Methods - 3 semester hours
- Internship and/or Field Experiences - 3 semester hours
- Business Management - 3 semester hours
- Free Elective - 3 semester hours

plus additional hours to complete institutional degree requirements

* designed to include all occupational competencies not included in basic course

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Curriculum Model for Vocational Home Economics Education

MODEL II

General Education	Home Economics Subject Matter	Home Economics Education	Professional Education	Electives
A minimum of 45 semester hours plus additional institutional requirements.	A minimum of 48 semester hours of home economics (24 semester hours from upper-division courses)	12 semester hours Including:	12 semester hours Including:	12 semester hours Including:
Same as for Model I	Clothing and Textiles Courses in clothing selection, construction, and care*- 12 semester hours Food and Nutrition Courses in food preparation, human nutrition, food production, management and service*- 12 semester hours Institutional & Home Management, family economics and consumer education*- 9 semester hours Housing (including art related to the home) - 6 semester hours Human Development and the Family (including child development, family relations, personal development, home care of the sick, and individuals with special needs*- 9 semester hours	Methods - 3 semester hours Advanced Methods - 3 semester hours Occupational Home Economics - 3 semester hours Internship and/or Field Experiences - 3 semester hours	Student Teaching - 6 semester hours Educational Psychology - 3 semester hours Foundations of Education or Secondary Curriculum Development - 3 semester hours	Field Experiences and/or internship to help develop occupational competencies - 3 to 6 semester hours Business Management - 3 semester hours Free Electives - 3 to 6 semester hours plus additional hours to complete institutional degree requirements

* All occupational competencies to be incorporated into existing courses

Curriculum Model for Vocational Home Economics Education

MODEL III

General Education

A minimum of 45 semester hours plus additional institutional requirements.

Same as Model I

Home Economics Subject Matter

A minimum of 48 semester hours of home economics (24 semester hours from upper-division courses)

Clothing and Textiles

- Courses in clothing selection, construction, and care - 9 semester hours
- Industrial sewing, laundry and drycleaning*- 3 semester hours

Food and Nutrition

- Principles of food preparation, human nutrition 6 semester hours
- Quantity food production, management, and service*- 3 semester hours

Home Management, Family Economics, and Consumer Education - 6 semester hours

Institutional and Home Management*- 3 semester hours

Housing (including art related to the home) - 6 semester hours

Human Development and the Family (including child development, family relations, personal development, home care of the sick, and individuals with special needs) - 9 semester hours

Child Care Program Development and Management - 3 semester hours

* designed to include all occupational competencies not included in basic course and/or new courses

Home Economics Education

12 semester hours

Including:

Methods - 3 semester hours

Advanced Methods - 3 semester hours

Occupational Home Economics - 3 semester hours

Internship and/or Field Experiences - 3 semester hours

Professional Education

12 semester hours

Including:

Student Teaching - 6 semester hours

Educational Psychology - 3 semester hours

Foundations of Education or Secondary Curriculum Development - 3 semester hours

Electives

12 semester hours

Including:

Home Economics Education Occupational Methods - 3 semester hours

Internship and/or Field Experiences - 3 semester hours

Business Management - 3 semester hours

Free Elective - 3 semester hours

plus additional hours to complete institutional degree requirements

Curriculum Model for Vocational Home Economics Education

MODEL IV

General Education	Home Economics Subject Matter	Home Economics Education	Professional Education	Electives
A minimum of 45 semester hours plus additional institutional requirements. Same as for Model I	A minimum of 48 semester hours of home economics (24 semester hours from upper-division courses) Clothing and Textiles Courses in clothing selection, construction, and care*- 12 semester hours Food and Nutrition Courses in food preparation, human nutrition, food production, management and service*- 12 semester hours Institutional & Home Management, family economics and consumer education*- 9 semester hours Housing (including art related to the home) - 6 semester hours Human Development and the Family (including child development, family relations, personal development, home care of the sick, and individuals with special needs*- 9 semester hours	12 semester hours Including: Student Teaching - 6 semester hours Methods - 3 semester hours Advanced Methods - 3 semester hours	12 semester hours Including: Educational Psychology - 3 semester hours Foundations of Education or Secondary Curriculum Development - 3 semester hours Reading or Special Audiences - 3 semester hours Internship/Field Experiences - 3 semester hours	12 semester hours Including: Field Experiences and/or internship to help develop occupational competencies - 3 to 6 semester hours Business Management - 3 semester hours Free Electives - 3 to 6 semester hours plus additional hours to complete institutional degree requirements

* All occupational competencies to be incorporated into new or existing courses

Guidelines for Implementation

The following guidelines for selecting and implementing a curriculum model follow:

- In satisfying the general education requirements: 1) basic economic concepts should be applied to home economics related businesses, to family economics, and to consumer education; 2) in computer literacy, ways of utilizing the computer in the management aspect of Vocational Home Economics Education as well as in various aspects of business management should be taught.

- In satisfying the home economics subject matter requirements: 1) as many competencies needed to teach occupational home economics education should be included in as many basic subject matter courses as possible; 2) special courses could be developed to include all competencies that are not incorporated in basic courses required of home economics education majors; 3) field experiences should include the business/industry settings in as many areas as possible; 4) students should be encouraged to be involved in work experiences in various types of home economics-related businesses/industries.

- In satisfying the home economics education requirement: 1) competencies needed to teach both aspects of Vocational Home Economics Education should be emphasized; 2) competencies unique to occupational methods should be addressed in existing courses or a separate course; 3) if student teaching is done in home economics education, competencies such as adapting curriculum for special audiences and integrating basic occupational skills into home economics may need to be taught in professional education courses.

- In satisfying the professional education requirements: some of the educational competencies may need to be incorporated into home economics education courses if the student teaching hours are in the College of Education.

- In satisfying the electives: some internships/field experiences should address competencies needed to teach Occupational Home Economics Education. If the student teaching hours are counted in home economics education, some of the elective hours should be in home economics education in order to help students achieve additional competencies needed to teach both aspects of Vocational Home Economics Education. Other electives could focus upon business management or special audiences or other courses needed to achieve specific competencies.

Implications

This project has provided a list of significant competencies/subcompetencies needed to teach Occupational Home Economics Education. Compiling such a list has resulted in the following implications:

1. Communication has increased notably among the institutions offering Vocational Home Economics Education. By university fac-

ulty members sharing degree plans and catalogues as well as giving reasons for rating competencies as they did, fundamental improvements in Home Economics Teacher Education have been made throughout the state.

2. Communication has increased among teacher educators and home economics subject matter specialists in each institution. Evidence showed that subject matter specialists are realizing the necessity for a team approach in certification efforts after determining how their institution will implement the competencies/subcompetencies needed to teach Occupational Home Economics Education. Perhaps this same approach can be made in implementing competencies needed to teach consumer and homemaking education.

3. Communication has increased with teacher educators and persons in business and industry. Teacher educators better realize the importance of majors having more work experience and/or field experiences in business and industry in order to bring the "work world" into their classrooms. On the other hand, persons in business and industry better realize the broad scope of home economics education and how these majors can be given more employment opportunities that utilize their comprehensive background in home economics subject matter and educational leadership abilities.

4. Morale among vocational home economics teacher educators can be improved by their realizing the increased employment opportunities of Vocational Home Economics Education majors.

Increasing competencies in home economics related business and/or industries will not only make home economics education graduates more employable in specific jobs, but, it will broaden the possibility of teaching in non-educational settings in business and industry. In addition, emphasis on this type of teaching can strengthen future work with outreach groups in consumer and homemaking education.

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APPENDICES

APPENDIX A

Advisory Committee Corresspondence and Meeting Agendas

BEST COPY AVAILABLE

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Texas Tech University
Department of Home Economics Education

Texas Tech University has been awarded a grant by the Texas Education Agency to develop an occupational curriculum model for home economics teacher education in Texas. The major purposes of the study are:

1.) to describe the curriculum concepts and skills needed by vocational home economics education teachers who are assigned to teach secondary occupational home economics education and

2.) to develop a plan for implementing the identified essential elements needed for occupational home economics into teacher education programs at the preservice level.

In order to meet the needs of a variety of institutions which offer vocational home economics certification, we need your assistance. As directors of the project, we are asking several university administrators to meet with us and Judy Hetherly, Director of Vocational Home Economics Education at the Texas Education Agency to determine the methodology for developing the curriculum models which would enable home economics education majors to teach vocational home economics occupational programs without additional endorsements. In effect, this would be our "Blue Ribbon Committee" for the project.

Dean Betty Alford has graciously invited the group to meet on the campus of Texas Woman's University. The meeting will be held September 27, 1983, from 9:00 a.m. until 3:00 p.m. in the Human Development Building, Room 114. The project will pay your travel according to the Texas Education Agency's regulations.

Please let us know if you can be a part of this important group. We hope to see you September 27th.

Warmest personal regards,

Camille G. Bell

Camille G. Bell
Project Director

Linda R. Closson
Project Co-Director

cc: Judy Hetherly

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

Blue Ribbon Committee

A G E N D A

OCCUPATIONAL CURRICULUM MODEL FOR HOME ECONOMICS TEACHER EDUCATION PROGRAMS IN TEXAS

Funded by: The Texas Education Agency
Department of Occupational Education and Technology
Research Coordinating Unit

Place: Human Development Building, Room 114
Texas Woman's University
Denton, Texas

Date: September 27, 1983

Time: 9:00 a.m.

9:00 - Introductions

Overview of the Project

Research Procedures

Survey Instrument

11:45 - Lunch

1:00 - Campus Visits by Project Directors and Vocational Home Economics Education Directors

Participation of Teacher Educators

Participation of Subject Matter Specialists

Suggestions for Implementation

3:00 - Adjourn

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Texas Tech University
Department of Home Economics Education

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As you know, Texas Tech University has been awarded a grant by the Texas Education Agency to develop an occupational curriculum model for home economics teacher education in Texas. The major purposes of the study are:

1.) to describe the curriculum concepts and skills needed by vocational home economics education teachers who are assigned to teach secondary occupational home economics education and

2.) to develop a plan for implementing the identified essential elements for occupational home economics into teacher education programs at the preservice level.

As directors of the project, we need your assistance. We would like to invite you to serve on the advisory committee. In order to develop a feasible curriculum model, we felt that representatives from a variety of groups was needed. Consequently, we have asked university administrators, teacher educators, vocational home economics secondary teachers of the four occupational methods of instruction, local supervisors, area educational specialists, and representatives from business to make up the council. Judy Hetherly, Director of Vocational Home Economics Education, Texas Education Agency will serve on the council also.

Our first meeting will be as follows:

DATE: Wednesday, October 12, 1983
TIME: 9:00 a.m. - 3:00 p.m.
PLACE: Conference Room - Second Floor
Texas Education Agency Building
1200 East 11th Street
Austin, Texas

The project will pay your travel according to the Texas Education Agency's regulations. If you need to come to Austin the night before the meeting, we will make reservations for you at Days Inn which is close to the Agency. Please let us know if you can be a part of this important group which will help shape the future of vocational home economics education. We hope to see you at our first meeting.

Warmest personal regards,

Camille G. Bell
Project Director

Linda R. Glosson
Project Co-Director

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Advisory Council

AGENDA

OCCUPATIONAL CURRICULUM MODEL FOR HOME ECONOMICS TEACHER EDUCATION PROGRAMS IN TEXAS

Funded by: The Texas Education Agency
Department of Occupational Education and Technology
Research Coordinating Unit

Place: Conference Room - Second Floor
Texas Education Agency Building
1200 East 11th Street
Austin, Texas

Date: October 12, 1983

Time: 9:00 a.m.

9:00 - Introductions
Overview of the Project
Research Procedures
Development of the Survey Instruments
Delphi Survey
Survey Process
Sample

11:30 - Lunch

1:00 - Analysis of Survey Instruments
Validation of Instruments
Suggestions for Implementation
Travel Forms

3:00 - Adjourn

APPENDIX B

Letters Soliciting Participants

Texas Tech University
Department of Home Economics Education

October 4, 1983

Dear Teacher Educator,

Texas Tech University has been awarded a grant to Develop an Occupational Curriculum Model for Home Economics Teacher Education Programs in Texas. The major purposes of the study are:

1. to describe the curriculum concepts and skills needed by vocational home economics education teachers who are assigned to teach secondary occupational home economics education and

2. to develop a plan for implementing the identified essential elements needed for occupational home economics into teacher education programs at the preservice level.

As co-directors we feel that this project will have a tremendous impact upon our home economics teacher education program in Texas. Therefore, we want to involve all of the home economics teacher education institutions in the state. To ensure input from your institution we need your assistance as follows:

1. PLEASE INVITE INSTRUCTORS IN YOUR INSTITUTION (both teacher educators and subject matter instructors who teach courses related to home economics occupations) TO PARTICIPATE IN A DELPHI SURVEY to determine the competencies needed by teachers of all home economics occupational methods of instruction.

2. FILL OUT THE ENCLOSED POSTCARD to indicate the number of survey instruments needed for the teacher educators and subject matter instructors who will participate in the study. PLEASE RETURN BY OCTOBER 30th.

3. SEND DESCRIPTIONS OF COURSES AND ASSIGNMENTS (such as projects, field experiences, etc.) which you feel can be used to prepare home economics education students to teach occupational home economics AND AN UNDERGRADUATE CATALOG from your institution. PLEASE SEND BY NOVEMBER 15th.

We realize that these activities will require considerable effort on your part. However, we also know that your input is essential to develop the best possible occupational curriculum model for home economics teacher education programs in Texas.

Warmest personal regards,

Camille G. Bell
Project Director

Linda R. Glosson
Project Co-Director

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Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Instructors from my institution have agreed to complete the following numbers of survey instruments pertaining to occupational home economics:

____Home Economics Teacher Education

____Food Production, Management, and Services

____Clothing, Apparel, and Textiles Management, Production and Services

____Child Care and Guidance Mangement and Services

____Home Furnishings and Equipment Management, Production, and Services

Name ________________________________

Institution ________________________________

Texas Tech University

Department of Home Economics Education

November 16, 1983

We are making fine progress on our project for developing an occupational curriculum model for home economics teacher education in Texas. However, as usual, we need the help of the TEA Area Educational Specialists. Judy Hetherly has given her approval for us to ask you to submit the names of occupational home economics teachers whom you think would be appropriate to fill out questionnaires concerning the competencies needed by teachers of each occupational method in vocational home economics education.

Will you please fill out the enclosed sheet and send it to us by December 2? We want very much to mail the questionnaires in time for them to be returned before Christmas; timing is of the utmost importance. We are most appreciative of the team approach you and Judy have given to this important project that should benefit our total program in Texas.

Warmest personal regards,

Camille G. Bell
Project Director

Linda R. Glosson
Project Co-Director

Enclosures (2)

cc: Judy Hetherly

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Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

(1) Please fill in the name and address of one teacher in each space provided.

(2) Return in self-addressed envelope by December 2, 1983.

Name of Questionnaires	Name and Address of Teachers			
Teacher Education	**HECE**	**PELE**	**CVAE**	**VEH**
Clothing/Home Furnishings	**HECE**	**PELE**	**CVAE**	**VEH**
Food Service	**HECE**	**PELE**	**CVAE**	**VEH**
Institutional and Home Management	**HECE**	**PELE**	**CVAE**	**VEH**
Child Care	**HECE**	**HECE**	**PELE**	**PELE**

APPENDIX C

Round I Instruments and Correspondence

Texas Tech University
Department of Home Economics Education

Dear Colleague:

We appreciate your willingness to help us determine the competencies needed by vocational home economics teachers to teach occupational classes - Home Economics Cooperative Education, Pre-Employment Laboratory Education, Coordinated Vocational Education, and Vocational Education for the Handicapped. As you know, the results of the DELPHI survey will aid in the development of an occupational curriculum model for home economics teacher education programs in Texas.

Enclosed are the numbers of questionnaires you requested for your college/university. To help meet project deadlines, please allow one week for their completion. Fill in the due date on each questionnaire. Please distribute the appropriate questionnaires to the faculty members whom you previously identified. Provide additional information about the project and the need for copperative efforts in making any curriculum revisions locally, as needed. Please contact each person who has not returned the questionnaire by the deadline to encourage them to do so. We would like for each institution to have 100% participation if at all possible.

The DELPHI process requires that participants in the study respond to items on the questionnaire two or three times or until agreement has been reached among selected educators and business/industry representatives. As agreement is reached on an item it will be dropped so that the questionnaire for each subsequent round will be shorter than the last. Participation in each round of the procedures is extremely important to ensure valid results.

Input from your institution is vital to the success of this project. In turn, you will be able to use the results of the project to improve home economics teacher education at your institution.

Sincerely,

Camille G. Bell
Camille G. Bell
Project Director

Linda R. Glosson
Linda R. Glosson
Project Co-Director

CGB/LRG/bw

Enclosures

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Texas Tech University

Department of Home Economics Education

Dear Colleague:

The proposed certification standards for vocational home economics teachers will eliminate the need for the present endorsements (obtained through summer workshops) to teach occupational home economics. To accomplish this objective, the Texas Education Agency requested a proposal for a plan to change the home economics teacher certification curriculum in universities and colleges. Texas Tech University was awarded the grant. To ensure development of a feasible plan, we need your help.

Your name has been submitted by the Texas Education Agency's Chief Consultant for Post-Secoudary Programs, Carroll Parker, to respond to a DELPHI questionnaire about the competencies needed by teachers to teach the occupational methods of instruction. The DELPHI procedure requires that participants in the study respond to items on the questionnaire two or three times or until agreement has been reached among selected educators and business/industry representatives. As agreements is reached on an item it will be dropped so that the questionnaire for each subsequent round will be shorter than the last. Your participation in each round of the procedures is extremely important to ensure valid results.

Enclosed are two questionnaires for one home economics occupational area. Will you please fill out one questionnaire? In addition, will you please ask a business/industry representative to fill out the questionnaire with the cover letter? The business person could be an advisory committee member, HECE training sponsor, or supporter of your local program. We will leave it to your judgement who would be the most appropriate person in your community. TO HELP MEET PROJECT DEADLINES, PLEASE RETURN BOTH QUESTIONNAIRES WITHIN 7 DAYS.

Input from teachers and business persons is vital to the success of this project. In turn, the results of the project will be used to improve education for future vocational home economics teachers.

Warmest personal regards,

Camille G Bell

Camille G. Bell
Project Director

Linda R. Glosson

Linda R. Glosson
Project Co-Director

CGB/LRG/bw

Enclosures

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

DATE DUE: ____________

Texas Tech University

Department of Home Economics Education

Dear Colleague:

As you know, the Texas Education Agency requested a proposal for a plan to change the home economics teacher certification curriculum in universities and colleges. This plan will ensure preparation of home economics teachers to teach the occupational methods of instruction. Judy Hetherly has asked that you be included as a participant in the survey because of your unique perspective of the occupational home economics methods of instruction. We will greatly appreciate your help.

One of the enclosed questionnaires deals with topics which might be integrated into home economics education courses at the undergraduate level. The other questionnaire is for one of the occupational areas for which preparation is needed. PLEASE COMPLETE BOTH QUESTIONNAIRES.

The DELPHI procedures requires that participants in the study respond to items on the questionnaire two or three times or until agreement has been reached among selected business/industry representatives and educators. As agreement is reached on an item it will be dropped so that the questionnaire for each subsequent round will be shorter than the last. Your participation in each round of the procedures is extremely important to ensure valid results.

Your input is vital to the success of this project. In turn, the results of the project will be used to improve education for future vocational home economics teachers.

Sincerely,

Camille G. Bell
Camille G. Bell
Project Director

Linda R. Closson
Linda R. Closson
Project Co-Director

CGB/LRC/bw

Enclosures

BEST COPY AVAILABLE

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

Texas Tech University
Department of Home Economics Education

November xx, 1983

Dear Colleague,

The proposed certification standards for vocational home economics teachers will eliminate the present endorsements for teaching occupational home economics obtained through summer workshops. To accomplish this objective, the Texas Education Agency requested a proposal for a plan to change the home economics teacher certification curriculum in universities and colleges. Texas Tech University was awarded the grant. To ensure development of a feasible plan, we need your help.

Your name has been submitted by your Texas Education Agency area educational specialist to respond to a DELPHI questionnaire about the competencies needed by teachers to teach all types of occupational methods of instruction. The DELPHI procedure requires that participants in the study respond to items on the questionnaire two or three times or until agreement has been reached among business persons, teacher educators, and selected occupational teachers of home economics occupational education. As agreement is reached on an item it will be dropped so that the questionnaire for each subsequent round will be shorter than the last.

Enclosed are two questionnaires for one of our home economics occupational area? Will you please fill out one questionnaire? In addition, will you ask a business person to fill out the other questionnaire? The business person could be an advisory committee member, HECE training sponsor, or supporter of your local program. We will leave it to your judgement who would be the most appropriate person in your community.

Input from teachers and business persons is vital to the success of this project. In turn, the results of the project will be used to improve education for future vocational home economics teachers.

Warmest personal regards,

Camille G. Bell
Project Director

Linda R. Glosson
Project Co-Director

Box 4170 / Lubbock, Texas 79409 / (806) 74[illegible]037

Texas Tech University
Department of Home Economics Education

DATE DUE: ____________

Dear Participant:

Thank you for your willingness to participate in this study to improve the teacher certification program for vocational home economics teachers. The primary purpose of the study is to identify competencies vocational home economics teachers need to teach occupational classes. High school students who enroll in occupational home economics classes are training primarily for entry level jobs. Advanced students may need a basic introduction to management concepts as well. Teachers work with regular, disadvantaged, and/or handicapped students in the classes they teach.

The two basic types of occupational classes taught by vocational home economics teachers are cooperative education and pre-employment laboratory education. In Home Economics Cooperative Education, teachers select and work with local business to provide both on-the-job training and classroom instruction for the students enrolled. In pre-employment laboratory education, the teacher sets up and manages a simulated business in the school as a means of providing occupational instruction to the students enrolled.

To help occupational home economics students become employable, the vocational home economics teacher needs an understanding of the types of businesses in each occupational area for which instruction is provided, the ability to communicate with business and industry representatives, and sufficient knowledge of the occupational area to set up and maintain a simulated business. All of these competencies must be acquired through an undergraduate vocational home economics certification program at an approved college or university.

The enclosed questionnaire for one of our occupational areas is being sent to selected educators and business/industry representatives. Through use of a DELPHI procedure, these groups will be encouraged to reach agreement regarding the importance of the competencies identified. For each subsequent round, the items for which agreement has been reached will be dropped from the questionnaire. Two or more rounds are usually required for concensus to be reached regarding most of the items. Your participation in each round of the procedures is extremely important to ensure valid results.

Please respond to each item on the enclosed questionnaire. Add comments as you feel the need. Return the questionnaire as directed. Thank you very much for your assistance with this important project. The results will be used by college and universities across the state in improving their Vocational Home Economics teacher certification curriculums.

Sincerely,

Camille G. Bell
Camille G. Bell
Project Director

Linda R. Glosson
Linda R. Glosson
Project Co-Director

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Name: ______________________________ Institution: ______________________________

PART I: GENERAL INFORMATION

DIRECTIONS: Please provide the following information about yourself for use in statistically analyzing the data resulting from this survey.

1. Education. (Check highest level obtained.)

____Master's Degree
____Doctorate

2. College/University Teaching Assignment(s). (Check all that apply.)

____Child/Human Development
____Family Relations
____Clothing and Textiles
____Consumer Science
____Fashion Merchandising
____Food and Nutrition
____Food Service Management
____Home Management
____Housing/Interior Design
____Home Economics Education

3. College/University Teaching Experience.

____1-5 years
____6-10 years
____11-20 years
____more than 20 years

4. Present Age. (Check appropriate age range.)

____20-35 years
____36-59 years
____60 years or over

5. Sex.

____Male
____Female

6. Are you certified to teach Vocational Home Economics Education at the secondary level?

____Yes
____No

7. Have you ever taught home economics in the public schools?

____Yes
____No

If YES, check all applicable descriptors below.

____Consumer and Homemaking Education
____Occupational Home Economics
____1-5 years
____6-10 years
____more than 10 years

8. Have you ever had non-teaching employment related to one of the subject areas listed below? (check all that apply)

____Child Care and Guidance Management and Services
____Clothing, Apparel and Textile Management, Production, and Services
____Food Production, Management, and Services
____Home Furnishings and Equipment Management, Production, and Services
____Institutional, Home Management, and Supporting Services

If YES, indicate number of years

____1-5 years
____6-10 years
____more than 10 years

Name: ______________________ School: ______________________

City: ______________________

PART I: GENERAL INFORMATION

DIRECTIONS: Please provide the following information about yourself for use in statistically analyzing the data resulting from this survey.

1. Education. (Check highest level you have obtained.)

____less than Bachelor's Degree
____Bachelor's Degree
____Master's Degree
____Doctorate

2. Present Age. (Check appropriate age range.)

____20-35 years
____36-59 years
____60 years or over

3. Sex.

____Male
____Female

4. Present Vocational Home Economics Education Teaching Assignment(s). (Check all that apply.)

____Home Economics Cooperative Education (HECE)
____Pre-Employment Laboratory Education (PELE)
____Coordinated Vocational-Academic Education (CVAE)
____Vocational Education for the Handicapped (VEH)

5. Size of community in which you teach.

____0 - 2,500
____2,501 - 6,000
____6,001 - 10,000
____10,001 - 30,000
____30,001 - 100,000
____Over 100,000

6. Level of Students Taught.

____High School
____Junior High School
____Middle School

7. Occupational Home Economics Teaching Experience.

____1-5 years
____6-10 years
____more than 10 years

8. Have you ever had non-teaching employment related to one of the occupational areas listed below? (Check all that apply.)

____Child Care and Guidance Management and Services
____Clothing, Apparel, and Textiles Management, Production, and Services
____Food Production, Management, and Services
____Home Furnishings and Equipment Management, Production, and Services
____Institutional, Home Management, and Supporting Services

If YES, indicate number of years

____1-5 years
____6-10 years
____more than 10 years

Name: ______________________ Firm: ______________________

City: ______________________

PART I: GENERAL INFORMATION

DIRECTIONS: Please provide the following information about yourself for use in statistically analyzing the data resulting from this survey.

1. Education. (Check highest level attained.)

____High school graduate or less
____Some college, post secondary, or vocational education
____Bachelor's Degree
____Master's Degree
____Doctorate

2. Present Age. (Check appropriate age range.)

____20-35 years
____36-59 years
____60 years or over

3. Sex.

____Male
____Female

4. To which of the following subject areas is your current business/industry employment related?

____Child Care and Guidance Management and Services
____Clothing, Apparel and Textile Management, Production, and Services
____Food Production, Management, and Services
____Home Furnishings and Equipment Management, Production, and Services
____Institutional, Home Management, and Supporting Services.

5. How many years of employment experience do you have in the above area?

____1-5 years
____6-10 years
____more than 10 years

PART II: COMPETENCY IDENTIFICATION

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.
2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.
3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

CHILD CARE

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
ESTABLISHING A CHILD CARE PROGRAM						
I. Outline procedures for establishing a child care program.	0	1	2	3	4	
1. Follow local, state, and national standards and regulations in establishing and operating a child care facility.	0	1	2	3	4	
2. Analyze a child care program's legal concerns and potential for liability.	0	1	2	3	4	
3. Explain the roles and functions of a child care program board of directors.	0	1	2	3	4	
4. Work with the board of directors to establish program philosophy and goals.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
5. Work with the board of directors to establish operating, employee, and enrollment policies.	0	1	2	3	4	
PROGRAM PLANNING						
II. Plan an appropriate program to meet the needs of young children.	0	1	2	3	4	
6. Outline procedures for conducting a community needs assessment for child care services.	0	1	2	3	4	
7. Analyze types of child care programs.	0	1	2	3	4	
8. Develop a personal philosophy of early childhood education.	0	1	2	3	4	
9. Recognize factors which affect children's development.	0	1	2	3	4	
10. Outline the sequence of children's development from infancy through school age.	0	1	2	3	4	
11. Define the role of care for children of various ages.	0	1	2	3	4	
12. Recognize normal development patterns and differences among children of various ages.	0	1	2	3	4	
13. Plan goals for a child care program based on personal philosophy of early childhood education.	0	1	2	3	4	
14. Develop a comprehensive curriculum for the child care program based upon the philosophy and goals of the program and current early childhood research.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
15. Develop procedures and policies for the child care center.	0	1	2	3	4	
16. Analyze the director's role in implementing a child care program.	0	1	2	3	4	
17. Develop appropriate time schedule, program, and space arrangement.	0	1	2	3	4	
18. Use a variety of procedures to evaluate a child care program.	0	1	2	3	4	
CHILD CARE FACILITIES						
III. Set up and maintain a safe and healthy learning environment.	0	1	2	3	4	
19. Plan a learning environment appropriate to the basic needs and developmental level of the children.	0	1	2	3	4	
20. Analyze an existing child care facility in order to recommend remodeling needed.	0	1	2	3	4	
21. Ensure that the physical facility meets licensing, fire, health, and safety regulations.	0	1	2	3	4	
22. Design and maintain a developmentally appropriate, safe outdoor play area.	0	1	2	3	4	
23. Organize space and equipment for indoor and outdoor activities.	0	1	2	3	4	
24. Maintain a planned furniture, equipment, and materials arrangement that is understandable to children.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
25. Identify ways that a child care facility can be modified to accomodate children with special needs.	0	1	2	3	4	
26. Identify supplies and equipment needed for program implementation.	0	1	2	3	4	
27. Store and distribute equipment and supplies.	0	1	2	3	4	
28. Develop guidelines for cleaning and sanitation of the child care facility.	0	1	2	3	4	
29. Maintain inventory records of all supplies and equipment.	0	1	2	3	4	
CHILD CARE MANAGEMENT						
IV. Assume responsibility for managing the operation of a child care center.	0	1	2	3	4	
30. Describe funding sources available to child care programs.	0	1	2	3	4	
31. Plan and evaluate an annual budget and fee schedule for a child care center.	0	1	2	3	4	
32. Prepare monthly financial reports and budget adjustments based on evaluation of income and expenditures.	0	1	2	3	4	
33. Develop a system for maintaining accurate financial and personnel records	0	1	2	3	4	
34. Outline strategies for controlling costs.	0	1	2	3	4	
35. Obtain equipment, supplies, and services to meet the needs of the child care center.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
36. Obtain adequate insurance coverage for fire, liability, accidents, workers compensation, fidelity bonding, and unemployment.	0	1	2	3	4	
37. Manage effectively people, activities, resources, and time.	0	1	2	3	4	
38. Organize child care program records so that information can be located quickly and be easily maintained.	0	1	2	3	4	
CHILD CARE PERSONNEL						
V. Hire, train, and supervise child care personnel.	0	1	2	3	4	
39. Determine competencies needed by child care personnel.	0	1	2	3	4	
40. Construct organizational charts showing the relationship and lines of communication among various staff positions.	0	1	2	3	4	
41. Develop job descriptions for each type of job in the the child care program.	0	1	2	3	4	
42. Determine appropriate employee policies for a child care center.	0	1	2	3	4	
43. Outline procedures to follow when hiring, disciplining, evaluating, and dismissing employees.	0	1	2	3	4	
44. Plan an orientation program for new employees.	0	1	2	3	4	
45. Explain how employees' records are established and maintained.	0	1	2	3	4	
46. Schedule staff working hours and vacation times.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
47. Analyze the director's role in establishing and maintaining positive working relationships among staff.	0	1	2	3	4	
48. Outline strategies for guiding employees as they work through problems with other employees, children, or parents.	0	1	2	3	4	
49. Conduct regular staff meetings.	0	1	2	3	4	
50. Outline strategies for providing staff training and resources.	0	1	2	3	4	
51. Analyze career and job opportunities related to the field of child development.	0	1	2	3	4	
52. Identify professional organizations in which membership would be desirable for professional child care personnel.	0	1	2	3	4	
PUBLIC RELATIONS						
VI. Maintain good public relations with children's parents and the community.	0	1	2	3	4	
53. Develop and conduct the public relations program for the child care center.	0	1	2	3	4	
54. Promote support of the family and its culture in meeting the needs of children enrolled in the child care program.	0	1	2	3	4	
55. Assist parents in identifying and obtaining community services available to assist them with problems.	0	1	2	3	4	
56. Utilize strategies which promote positive relationships and communication between parents and the child care staff.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
PHYSICAL NEEDS OF CHILDREN						
VII. Provide for the basic physical needs of young children.	0	1	2	3	4	
57. Encourage responsibility and a positive self concept in children.	0	1	2	3	4	
58. Promote the physical development of children.	0	1	2	3	4	
59. Promote the health of children enrolled in child care program.	0	1	2	3	4	
60. Establish and ensure that guidelines for daily cleaning and sanitation of the facility are followed.	0	1	2	3	4	
61. Provide a safe environment and appropriate rules and supervision to prevent accidents and develop safe habits in the child care center.	0	1	2	3	4	
62. Conduct daily, monthly, and seasonal safety checks of the child care environment.	0	1	2	3	4	
63. Prepare for and respond appropriately to emergencies in the child care center.	0	1	2	3	4	
64. Recognize and report signs of child abuse and neglect.	0	1	2	3	4	
65. Work with a menu planning committee to plan cycle menus based on the USDA Daily Food Guide.	0	1	2	3	4	
66. Ensure that all food is prepared and served under sanitary conditions.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
67. Analyze appropriate mealtime practices for children in a group child care setting.	0	1	2	3	4	
68. Recognize common feeding problems.	0	1	2	3	4	
69. Recognize the role of children's clothing in promoting comfort, health, independence, and self-esteem.	0	1	2	3	4	
SOCIAL AND EMOTIONAL NEEDS OF CHILDREN						
VIII. Provide for the social and emotional needs of young children.	0	1	2	3	4	
70. Guide children in their adjustment to the child care center.	0	1	2	3	4	
71. Support social and emotional development by providing positive guidance and discipline.	0	1	2	3	4	
LEARNING ACTIVITIES						
IX. Provide appropriate learning activities for young children.	0	1	2	3	4	
72. Direct young children in routine activities.	0	1	2	3	4	
73. Provide a variety of stimulating language, reading, music, art, manipulative, and science experiences suitable for the child's age and and individual needs.	0	1	2	3	4	
74. Plan ways to identify and work with special needs children in a child care center.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
EVALUATING CHILDREN'S PROGRESS						
X. Evaluate young children's development using a variety of techniques.	0	1	2	3	4	
75. Utilize recognized developmental norms to assess the accomplishments of individual children.	0	1	2	3	4	
76. Use a variety of observation techniques to gather objective data about a child's development.	0	1	2	3	4	
77. Maintain developmental records on all children enrolled in the program.	0	1	2	3	4	
78. Maintain confidentiality of information about child and family.	0	1	2	3	4	

PART II: COMPETENCY IDENTIFICATION

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.
2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.
3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

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CLOTHING AND HOME FURNISHINGS MANAGEMENT PRODUCTION AND SERVICES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
BUSINESS RESPONSIBILITIES						
I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.	0	1	2	3	4	
1. Describe stocking procedures used in clothing stores.	0	1	2	3	4	
2. Approach, greet, and assist customers with selections, trying on garments, and reaching buying decisions.	0	1	2	3	4	
3. Prepare sales slips, computing sales ticket totals, discounts, and added charges, in a clothing related business.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
4. Handle payments, coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds in a clothing-related business.	0	1	2	3	4	
5. Record and report daily sales, and close out department at end of selling day in a clothing-related business.	0	1	2	3	4	
6. Develop, evaluate, implement, and follow organizational goals, policies, and procedures appropriate for fabric, fashion, or clothing construction, alteration or repair business.	0	1	2	3	4	
7. Plan finances, and analyze costs and sales of a fabric, fashion, or clothing construction, alteration, or repair business.						
8. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit in a clothing-related business.	0	1	2	3	4	
9. Prepare and maintain records, correspondence, and forms appropriate for a clothing-related business.	0	1	2	3	4	
10. Prepare work schedules and job assignments for employees in clothing-related business.	0	1	2	3	4	
11. Handle complaints and human relations problems in a clothing-related business.	0	1	2	3	4	
PERSONNEL						
II. Relate textiles and clothing to career and job opportunities.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
12. Describe personal qualities which lead to job success in clothing, apparel, and textiles management, production, and services.	0	1	2	3	4	
13. Identify competencies needed to be an effective clothing, apparel, and textiles management, production, and services employee.	0	1	2	3	4	
14. Identify procedures used to plan, interview, hire, evaluate, and discharge staff in a clothing-related business.	0	1	2	3	4	
15. Train, supervise, and motivate employees in a clothing-related business.	0	1	2	3	4	
FASHION COMPONENTS						
III. Utilize various fashion components.	0	1	2	3	4	
16. Use correct textile terminology.	0	1	2	3	4	
17. Recognize and point out textile characteristics and care requirements of various fabrics.	0	1	2	3	4	
18. Summarize textile legislation, standards, and labeling.	0	1	2	3	4	
19. Recognize and utilize the elements and principles of design in designing, constructing, or altering garments.	0	1	2	3	4	
20. Trace fashion cycles, differentiating among fads, fashions, and styles, and identifying recurrent style details.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
21. Summarize current fashions, trends, and colors.	0	1	2	3	4	
COORDINATING FABRIC, PATTERNS, AND NOTIONS						
IV. Assist home sewers with selections and problems.	0	1	2	3	4	
22. Select and coordinate fabrics, patterns, threads, trimmings, and other notions.	0	1	2	3	4	
23. Answer questions, about fabrics, patterns, notions, sewing supplies, equipment, and construction techniques.	0	1	2	3	4	
24. Determine type and amount of fabric, interfacing, lining, and underlining, and interlining appropriate for pattern and construction methods.	0	1	2	3	4	
25. Measure and cut fabrics or trim and prepare remnants for sale using fabric department or store procedures.	0	1	2	3	4	
26. Demonstrate small sewing equipment and various construction techniques.	0	1	2	3	4	
27. Describe procedures for organizing, locating, recording, and reordering patterns in a fabric department or store.	0	1	2	3	4	
COORDINATING APPAREL AND ACCESSORIES						
V. Assist customers with selection of apparel and accessories.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
28. Describe business procedures for planning, purchasing, routing, and pricing apparel and accessories in a clothing department or store.	0	1	2	3	4	
29. Answer customers' questions about apparel and accessories merchandise, quality features, trends, sizes, locations, directions and guarantees.	0	1	2	3	4	
30. Coordinate women's wear, men's wear, infants' and children's wear, shoes, and accessories.	0	1	2	3	4	
31. Recognize signs of quality in apparel and accessories.	0	1	2	3	4	
32. Assist bride in selecting wedding apparel and trousseau.	0	1	2	3	4	
33. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette.	0	1	2	3	4	
FASHION PROMOTION						
VI. Plan, implement, and evaluate a fashion promotion program.	0	1	2	3	4	
34. Plan sales promotions and special sales events appropriate for a clothing department or store.	0	1	2	3	4	
35. Plan and prepare advertisements for selected apparel and accessories merchandise.	0	1	2	3	4	
36. Keep records on the sales of advertised apparel and accessories merchandise.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
37. Plan, schedule, set up, light, maintain, and evaluate fashion displays.	0	1	2	3	4	
38. Plan, organize and publicize a fashion show.	0	1	2	3	4	
39. Plan and/or present the commentary for a fashion show.	0	1	2	3	4	
40. Model apparel and accessories.	0	1	2	3	4	
SEWING EQUIPMENT AND TECHNIQUES						
VII. Use appropriate procedures for selecting, storing, using, and caring for sewing tools and equipment.	0	1	2	3	4	
41. Supervise sewing equipment selection, purchase, use and care.	0	1	2	3	4	
42. Thread, adjust, safely operate, and maintain industrial sewing machines.	0	1	2	3	4	
43. Operate industrial sewing machine with speed and efficiency.	0	1	2	3	4	
44. Select and use appropriate industrial machine stitching techniques.	0	1	2	3	4	
45. Adjust machine chair and kneelift to fit operator of industrial sewing machine.	0	1	2	3	4	
46. Practice preventive and corrective maintenance of industrial sewing equipment	0	1	2	3	4	
47. Select and purchase sewing supplies, notions, and small sewing and pressing equipment.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
48. Identify, safely use, care for, and store small sewing tools and sewing and pressing equipment.	0	1	2	3	4	
49. Select and make appropriate hand stitches.	0	1	2	3	4	
FASHION DESIGN AND PRODUCTION						
VIII. Analyze procedures in the design and production of apparel and accessories.	0	1	2	3	4	
50. Develop and evaluate fashion designs for production.	0	1	2	3	4	
51. Select fabrics and trims suitable for the garment design.	0	1	2	3	4	
52. Construct sample garments from garment design.	0	1	2	3	4	
53. Make master pattern and test for accuracy.	0	1	2	3	4	
54. Grade patterns in a range of sizes.	0	1	2	3	4	
55. Sew duplicates of first sample garment in each size.	0	1	2	3	4	
56. Write instructions for pattern layout and assembly of garment pieces.	0	1	2	3	4	
57. Construct cutting markers for commercial production.	0	1	2	3	4	
58. Compute fabric yardage requirements per cutting marker in commercial production.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
59. Prepare or interpret cutting or spread tickets in commercial production.	0	1	2	3	4	
60. Prepare fabric and cut by hand or machine.	0	1	2	3	4	
61. Mark and shade cut garment pieces.	0	1	2	3	4	
62. Assemble bundles or subassemblies for efficient work flow during each phase of production.	0	1	2	3	4	
63. Sort and bundle garment parts for delivery to assembly area.	0	1	2	3	4	
64. Distribute and collect bundles of garment parts and supplies.	0	1	2	3	4	
65. Use industrial sewing terminology correctly.	0	1	2	3	4	
66. Observe safety regulations and follow standardized methods for operations in an industrial sewing room.	0	[illegible]	2	3	4	
67. Perform assigned industrial sewing operation(s) on standard or special sewing machine(s).	0	1	2	3	4	
68. Figure earnings of sewing machine operator.	0	1	2	3	4	
69. Inspect garments, locate defect, and mark garments using standard defect symbols.	0	1	2	3	4	
70. Repair defective garments.	0	1	2	3	4	
71. Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
72. Sort and pack finished garments.	0	1	2	3	4	
CUSTOM SEWING						
IX. Develop guidelines for use in construction of custom-made garments.	0	1	2	3	4	
73. Measure customer for size, and record measurements and body irregularities.	0	1	2	3	4	
74. Design or alter pattern to ensure custom fit of garment.	0	1	2	3	4	
75. Schedule appointments for conferences and fittings.	0	1	2	3	4	
76. Check customer's measurements with those of pattern, and note variations.	0	1	2	3	4	
77. Arrive at work/price agreement with customer.	0	1	2	3	4	
78. Construct custom-made garments using energy-efficient techniques.	0	1	2	3	4	
79. Fit basic garment units to customer and make needed adjustments.	0	1	2	3	4	
80. Make final fittings of garments.	0	1	2	3	4	
81. Press custom-made garment during and following construction.	0	1	2	3	4	
82. Evaluate appearance of finished garment.	0	1	2	3	4	
ALTERATION AND REPAIR						
X. Utilize appropriate procedures and techniques to be used in clothing alteration and repair.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
83. Fit garment on customer while maintaining grain, and analyze fitting problems.	0	1	2	3	4	
84. Identify alterations that can and cannot be performed.	0	1	2	3	4	
85. Offer suggestions for desirable alterations and make or pin garment accordingly.	0	1	2	3	4	
86. Estimate cost, determine pickup date, and make a claim check for alterations or repairs.	0	1	2	3	4	
87. Prepare a tag indicating alterations or repairs and giving instructions.	0	1	2	3	4	
88. Interpret alteration markups and make alterations on garments.	0	1	2	3	4	
89. Select and use appropriate techniques to make garment repairs.	0	1	2	3	4	
LAUNDRY AND DRY CLEANING						
XI. Outline techniques and skills utilized in laundry and dry cleaning operations.	0	1	2	3	4	
90. Receive and mark laundry or dry cleaning in a commercial establishment.	0	1	2	3	4	
91. Sort laundry or drycleaning, prespot garments, and determine appropriate laundry or dry-cleaning procedures for each garment.	0	1	2	3	4	
92. Launder or dry clean using commercial equipment.	0	1	2	3	4	
93. Use proper finishing techniques for laundry or drycleaning.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
94. Inspect finished laundry or drycleaning.	0	1	2	3	4	
95. Measure, resize, mark, and fold clothing.	0	1	2	3	4	
96. Press garments using commercial laundry or drycleaning equipment and procedures.	0	1	2	3	4	
97. Assemble laundered or drycleaned garments according to ticket numbers.	0	1	2	3	4	
98. Identify customer's garments according to ticket number, and bag garments.	0	1	2	3	4	
99. Pack and store garments.	0	1	2	3	4	
DRAPERIES AND HOME ACCESSORIES						
XII. Utilize appropriate techniques for construction of draperies and home accessories.	0	1	2	3	4	
100. Take accurate measurements for draperies or curtains.	0	1	2	3	4	
101. Construct lined draperies.	0	1	2	3	4	
102. Construct cafe and shirred curtains.	0	1	2	3	4	
103. Construct Austrian, Roman, and laminated roller shades and shutter fabric fills.	0	1	2	3	4	
104. Construct window headings, such as cornices, valances, lambrequins, swags, and cascades.	0	1	2	3	4	
105. Prepare and pack completed draperies for mailing, shipping, or delivery.	0	1	2	3	4	
106. Install window treatment hardware, using appropriate hardware and attachment techniques.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
107. Determine amount of fabric needed for constructing pillows, cushions and bolsters.	0	1	2	3	4	
108. Construct pillows, cushions, and bolsters.	0	1	2	3	4	
109. Measure a bed to determine amount of fabric needed for bedspread, coverlet, or pillow sham.	0	1	2	3	4	
110. Construct various types of bedspreads, coverlets, and pillow shams.	0	1	2	3	4	
111. Estimate fabric requirements for slipcovers.	0	1	2	3	4	
112. Estimate amount of fabric and other materials needed for slipcovers.	0	1	2	3	4	
113. Pin-fit a muslin or paper pattern of the slipcover fabric to upholstered piece.	0	1	2	3	4	
114. Construct slipcovers.	0	1	2	3	4	
115. Recover a chair seat using basic upholstery techniques.	0	1	2	3	4	

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DIRECTIONS:

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES COMPETENCIES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
FOOD SERVICE MANAGEMENT						
I. Manage business responsibilities related to food production and service.	0	1	2	3	4	
1. Relate laws and regulations pertaining to food service operations in food service establishments.	0	1	2	3	4	
2. Analyze typical procedures in the operation of a food service establishment.	0	1	2	3	4	
3. Plan and analyze finances, costs, and sales and prepare a profit/loss statement for a food service operation.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
4. Plan menus appropriate for type of food service.	0	1	2	3	4	
5. Cost menu items, set menu prices of foods, and make changes in menu when needed.	0	1	2	3	4	
6. Develop menu sheets or folders.	0	1	2	3	4	
7. Plan or adapt menus for general and modified diets.	0	1	2	3	4	
8. Apply food service cost-control procedures to food, labor, and equipment.	0	1	2	3	4	
9. Apply merchandising techniques to ensure break-even or profit according to type of food service operation.	0	1	2	3	4	
10. Plan and conduct an advertising and promotional program for a food service operation.	0	1	2	3	4	
11. Prepare and maintain records, correspondence, and forms in a food service operation.	0	1	2	3	4	
12. Develop stock room controls and supervise stock room activities for a food service business.	0	1	2	3	4	
13. Plan, coordinate, and supervise food service production.	0	1	2	3	4	
14. Handle customer complaints and human relations problems.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
FACILITY AND EQUIPMENT						
II. Plan and maintain the food service facility and equipment.	0	1	2	3	4	
15. Plan and evaluate the location, layout, equipment, and decor of a food service facility.	0	1	2	3	4	
16. Demonstrate proper use and care of food service equipment.	0	1	2	3	4	
PERSONNEL						
III. Identify appropriate personnel procedures for a food service operation.	0	1	2	3	4	
17. Analyze career and job opportunities in food production, management and services.	0	1	2	3	4	
18. Identify competencies and educational preparation required for careers in food service at various levels.	0	1	2	3	4	
19. Describe personal qualities which lead to job success in food management, production, and services.	0	1	2	3	4	
20. Identify procedures used to interview, hire, evaluate, and discharge food service staff.	0	1	2	3	4	
21. Enforce policies of personal hygiene, sanitation, and safety.	0	1	2	3	4	
22. Prepare work schedules and job assignments.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
23. Encourage willingness to relieve or assist other employees during emergencies or rush periods.	0	1	2	3	4	
PURCHASING FOOD AND SUPPLIES						
IV. Utilize effective purchasing practices for a food service operation.	0	1	2	3	4	
24. Develop a system for requisitioning food and supplies.	0	1	2	3	4	
25. Contact purveyors, and compare food prices.	0	1	2	3	4	
26. Prepare market orders, and purchase food and consumable supplies.	0	1	2	3	4	
27. Develop procedures for receiving, inspecting, storing, and rotating food and supplies.	0	1	2	3	4	
SAFETY						
V. Utilize appropriate safety practices and emergency procedures for a food service operation.	0	1	2	3	4	
28. Identify and follow appropriate procedures in emergency situations.	0	1	2	3	4	
29. Complete accident reports and records.	0	1	2	3	4	
SANITATION						
VI. Maintain appropriate standards of sanitation for a food service operation.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
30. Maintain high sanitation standards for food, equipment, tableware, and surfaces.	0	1	2	3	4	
31. Train food service workers to use sanitary procedures.	0	1	2	3	4	
PRODUCTION						
VII. Produce a variety of foods using appropriate ingredients, equipment, and procedures.	0	1	2	3	4	
32. Recognize a variety of foods: their types, forms, and properties.	0	1	2	3	4	
33. Use food preparation and service terms correctly.	0	1	2	3	4	
34. Select develop, standardize, and adjust recipes to ensure portion and quality control.	0	1	2	3	4	
35. Demonstrate ability to read, understand, and follow a standardized quantity recipe.	0	1	2	3	4	
36. Measure and weigh ingredients accurately to specifications in standard recipes.	0	1	2	3	4	
37. Use a variety of food preparation techniques which conserve nutrients and result in quality products.	0	1	2	3	4	
38. Prepare a variety of food products according to designated food service.	0	1	2	3	4	
39. Observe, test and evaluate quality of food products according to food service standards.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
40. Portion foods accurately during food preparation and service using specified portioning tools and techniques.	0	1	2	3	4	
41. Plate and garnish foods attractively.	0	1	2	3	4	
42. Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.	0	1	2	3	4	
43. Prepare artistic food displays for serving lines, buffets, soup and salad bars, and special events.	0	1	2	3	4	
44. Perform various catering tasks which involve packing, and transporting food, beverages, utensils, and equipment.	0	1	2	3	4	
SERVICE						
VIII. Utilize appropriate customer service procedures.	0	1	2	3	4	
45. Take dining reservations and determine seating needs, using space and personnel effectively.	0	1	2	3	4	
46. Plan and set up a banquet or meeting room according to written specifications.	0	1	2	3	4	
47. Perform opening, closing, and sidework duties.	0	1	2	3	4	
48. Perform bussing duties.	0	1	2	3	4	
49. Welcome guests, oversee customer comfort, and take food orders following prescribed methods for the type food service establishment.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
50. Place, pick up, verify, and package food orders following prescribed methods for the type food service establishment.	0	1	2	3	4	
51. Deliver food to patients, guests or customers.	0	1	2	3	4	
52. Serve food and beverages in prescribed manner for take out, counter, seated or room service.	0	1	2	3	4	
53. Prepare and present check and accept payment or refer customer to cashier.	0	1	2	3	4	

PART II: COMPETENCY IDENTIFICATION

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.
2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.
3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

INSTITUTIONAL AND HOME MANAGEMENT

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
MANAGEMENT						
I. Administer operations and management responsibilities related to an institutional or home management business.	0	1	2	3	4	
1. Identify and observe government regulations applicable to institutional or home management.	0	1	2	3	4	
2. Describe organizational goals, policies, and procedures for a business providing institutional or home management services.	0	1	2	3	4	
3. Prepare work schedules and job assignments appropriate for an institutional or home management business.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
4. Plan and analyze finances, costs, and sales for an institutional or home management business.	0	1	2	3	4	
5. Identify competencies needed to be an effective institutional or home management services employee.	0	1	2	3	4	
6. Identify procedures used to plan, interview, hire, train, evaluate, and discharge institutional or home management staff.	0	1	2	3	4	
EQUIPMENT AND SUPPLIES						
II. Purchase, receive, store, requisition, issue, use and care for cleaning equipment and supplies safely and efficiently.	0	1	2	3	4	
7. Supervise cleaning equipment selection, purchase, use, and care.	0	1	2	3	4	
8. Receive and inspect cleaning supplies, and complete receiving records.	0	1	2	3	4	
9. Store cleaning equipment and supplies.	0	1	2	3	4	
10. Observe safety precautions when using and storing cleaning equipment and supplies.	0	1	2	3	4	
11. Maintain inventory control of cleaning equipment and supplies.	0	1	2	3	4	
12. Utilize proper body mechanics to save time and energy in performing cleaning tasks.	0	1	2	3	4	
13. Maintain safe working conditions.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
14. Follow emergency procedures, and use first aid when necessary.	0	1	2	3	4	
15. Report and record accidents.	0	1	2	3	4	
CLEANING SEQUENCES						
III. Perform necessary tasks to put rooms and building areas in good order.	0	1	2	3	4	
16. Demonstrate recommended procedures for entering and leaving rooms, handling pass key, and occupancy report.	0	1	2	3	4	
17. Demonstrate procedures for making a preliminary check of guest room condition when entering, and for reporting damaged and found items.	0	1	2	3	4	
18. Plan sequences of cleaning tasks.	0	1	2	3	4	
19. Describe procedures for cleaning guest rooms.	0	1	2	3	4	
20. Describe procedures for cleaning rooms (occupied, unoccupied, discharge, and isolation) in hospitals and nursing homes.	0	1	2	3	4	
21. Describe procedures for cleaning public areas (entranceways, hallways, stairs, elevators, lounges, lobbies), offices, kitchen or dining areas.	0	1	2	3	4	
22. Describe procedures for cleaning school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
23. Describe procedures for entering and leaving the private home.	0	1	2	3	4	
24. Outline tasks involved in keeping private home clean.	0	1	2	3	4	
CLEANING TASKS						
IV. Train housekeeping employees to perform specific cleaning tasks.	0	1	2	3	4	
25. Collect and empty trash and garbage containers.	0	1	2	3	4	
26. Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets.	0	1	2	3	4	
27. Sweep, mop, vacuum, wax, buff, or apply floor finish according to type of floor.	0	1	2	3	4	
28. Shampoo carpet.	0	1	2	3	4	
29. Remove soiled bed linens, and deposit in designated place.	0	1	2	3	4	
30. Make beds quickly and efficiently.	0	1	2	3	4	
31. Clean beds, and assist in turning mattresses as directed.	0	1	2	3	4	
32. Dust, wax, polish, and clean furniture and surfaces according to materials used in their construction.	0	1	2	3	4	
33. Vacuum or shampoo unholstered furniture.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
34. Clean and wash glass, porcelainized surfaces and windows with squeegee or spray cleaner.	0	1	2	3	4	
35. Clean light fixtures, and remove and replace light bulbs when necessary.	0	1	2	3	4	
36. Clean walls, ceilings, woodwork, and chalkboards.	0	1	2	3	4	
37. Clean window treatments.	0	1	2	3	4	
38. Clean and sanitize bathrooms, restrooms, and shower rooms.	0	1	2	3	4	
MAINTENANCE AND REPAIRS						
V. Train housekeeping employees to assume general maintenance and repair responsibilities.	0	1	2	3	4	
39. Remove stains from various surfaces and materials.	0	1	2	3	4	
40. Repair textile products, furniture, and window treatments.	0	1	2	3	4	
41. Do minor nonelectrical maintenance and repairs.	0	1	2	3	4	
42. Perform minor electrical appliance maintenance and repairs.	0	1	2	3	4	
43. Inspect, clean, and perform designated maintenance of heating and cooling equipment on a regular schedule.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
44. Take appropriate measures to prevent and control pests.	0	1	2	3	4	
45. Apply extermination material as directed.	0	1	2	3	4	
46. Care for houseplants.	0	1	2	3	4	
47. Care for grounds around building as required.	0	1	2	3	4	
48. Clean outside areas, such as walkways, patios, driveways, porches, and parking lots.	0	1	2	3	4	
49. Inspect and maintain playground equipment, fences, and swimming pool area.	0	1	2	3	4	
50. Display flag using correct procedures.	0	1	2	3	4	
LAUNDRY PROCEDURES						
VI. Train housekeeping employees to care for linens and/or clothing.	0	1	2	3	4	
51. Obtain clothing care services as needed.	0	1	2	3	4	
52. Sort and prespot laundry.	0	1	2	3	4	
53. Use laundry equipment and supplies safely and correctly.	0	1	2	3	4	
54. Hand-launder clothing items when necessary.	0	1	2	3	4	
55. Iron, press, fold, store, and distribute clean linens and clothes.	0	1	2	3	4	
56. Repair garments, linens, curtains, and towels using a sewing machine.	0	1	2	3	4	
57. Air blankets, pillows, and mattresses.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
LINEN ROOM PROCEDURES						
VII. Supervise linen room procedures.	0	1	2	3	4	
58. Describe procedures used by the head housekeeper for processing all "check-out" and "in-order" room communications between housekeeping and the fromt desk.	0	1	2	3	4	
59. Describe procedures used by the head housekeeper to check each housekeeping aide's cart to ensure that it is equipped and supplied.	0	1	2	3	4	
60. Outline controls used in housekeeping to ensure that supplies, linens, and uniforms are accounted for by each worker.	0	1	2	3	4	
61. Outline industry procedures for inspecting and reporting "in order" rooms to appropriate management personnel.	0	1	2	3	4	
62. Outline housekeeping procedures for checking all "do not disturb" rooms by phone after checkout time, and reporting "no answers" to appropriate management personnel.	0	1	2	3	4	
63. Describe procedures for checking and reassigning uncleaned rooms at the end of each housekeeping shift.	0	1	2	3	4	
64. Handle the types of requests and complaints often received by housekeeping in institutions, hotels, and motels.	0	1	2	3	4	
65. Describe procedures for processing all lost and found items found by housekeeping staff.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
66. Mend linens and uniforms.	0	1	2	3	4	
67. Order needed supplies, linens, and uniforms.	0	1	2	3	4	

PART II: COMPETENCY IDENTIFICATION

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.
2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.
3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
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3 = Important (I)
4 = Very Important (VI)

TEACHER EDUCATION

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
GENERAL						
I. Outline general competencies needed by teachers of home economics occupational education.	0	1	2	3	4	
1. Summarize federal laws related to vocational home economics	0	1	2	3	4	
2. Analyze the Occupational Home Economics Education methods of instruction in Texas. Home Economics Cooperative Education (HECE) Pre-Employment Laboratory Education (PELE) Coordinated Vocational-Academic Education (CVAE) Vocational Education for the Handicapped (VEH)	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
3. Define terminology used in home economics occupational education.	0	1	2	3	4	
4. Outline procedures for conducting a needs assessment for occupational home economics education in the local community.	0	1	2	3	4	
5. Adapt state program goals and objectives for occupational home economics education to meet local needs.	0	1	2	3	4	
6. Identify labor laws and legal responsibilities related to the occupational clusters assigned to vocational home economics.	0	1	2	3	4	
7. Outline career ladders for the occupational clusters assigned to vocational home economics by the U.S. Department for Education: Child Care and Guidance Management and Service Clothing, Apparel, and Textile Management, Production and Service Food Management, Production and Services Home Furnishings, Equipment Management, Production and Services Institutional, Home Management, and Supporting Services	0	1	2	3	4	
8. Analyze state and local career opportunities and job trends in the occupational clusters assigned to vocational home economics.	0	1	2	3	4	
9. Develop procedures for keeping up-to-date regarding home economics occupations.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
10. Outline the qualifications and responsibilities of home economics teachers in occupational home economics methods of instruction.	0	1	2	3	4	
11. Plan and conduct public relations/publicity for occupational home economics education.	0	1	2	3	4	
12. Select, organize, and effectively utilize an occupational advisory committee.	0	1	2	3	4	
13. Identify the sources of operating funds for occupational home economics education.	0	1	2	3	4	
14. Manage budgeting responsibilities of occupational home economics education classes.	0	1	2	3	4	
15. Determine instructional materials and supplies needed for occupational home economics classroom and/or laboratory during the budget year.	0	1	2	3	4	
16. Manage record keeping and reporting responsibilities for occupational home economics classes.	0	1	2	3	4	
17. Develop and maintain an appropriate filing system for occupational home economics classes.	0	1	2	3	4	
18. Determine end-of-year activities related to occupational home economics education required at state and local levels.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
STUDENTS						
II. Determine the roles of occupational home economics education teachers in working with students.	0	1	2	3	4	
19. Recruit students for occupational home economics education classes.	0	1	2	3	4	
20. Promote equal access for all students in occupational home economics education classes.	0	1	2	3	4	
21. Determine the needs and interests of occupational home economics education students.	0	1	2	3	4	
22. Determine the occupational home economics teacher's role in working with the Admissions, Review, and Dismissal (ARD) Committee to develop an Individualized Education Plan for the special needs students.	0	1	2	3	4	
23. Identify ways to meet the learning needs of special needs students.	0	1	2	3	4	
24. Describe typical characteristics of students with special needs.	0	1	2	3	4	
25. Provide instruction for slower and more capable students to meet their individual needs in preparing for employability.	0	1	2	3	4	
26. Obtain appropriate academic support services for mainstreamed occupational home economics education students.	0	1	2	3	4	
27. Plan conferences with students, parents or employers to help meet occupational home economics education students' needs.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
28. Assist students in applying for employment or further education.	0	1	2	3	4	
29. Conduct a student follow-up study.	0	1	2	3	4	
INSTRUCTION						
III. Develop guidelines and strategies for use in planning the occupational home economics education curriculum	0	1	2	3	4	
30. Conduct task analyses of home economics jobs.	0	1	2	3	4	
31. Provide general employability instruction including basic skills and general occupational information needed to achieve career goals.	0	1	2	3	4	
32. Provide job related instruction for specific home economics occupations.	0	1	2	3	4	
33. Determine computer applications appropriate in home economics occupations.	0	1	2	3	4	
34. Provide information on educational and career opportunities.	0	1	2	3	4	
35. Modify the curriculum of occupational home economics education classes for special needs students.	0	1	2	3	4	
36. Select and utilize appropriate instructional materials for occupational home economics education students.	0	1	2	3	4	
37. Adapt or select instructional materials to meet the needs of disadvantaged and handicapped students.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
38. Supplement instructional materials to meet needs of students with limited English proficiency (LEP).	0	1	2	3	4	
39. Develop student lesson sheets for occupational areas for which no courses of study are available.	0	1	2	3	4	
40. Develop a unit plan for an occupational home economics education class.	0	1	2	3	4	
41. Develop daily lesson plans for an occupational home economics education class.	0	1	2	3	4	
42. Utilize effective teaching strategies in working with special needs students.	0	1	2	3	4	
43. Utilize effective behavior management strategies.	0	1	2	3	4	
44. Sponsor Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) for occupational home economics education students.	0	1	2	3	4	
45. Guide participation in student vocational organization proficiency events.	0	1	2	3	4	
EVALUATION						
IV. Determine various methods for evaluating student progress in occupational home economics education classes.	0	1	2	3	4	
46. Evaluate student progress toward occupational competencies.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
47. Assess student performance criteria in occupational home economics education classes.	0	1	2	3	4	
48. Evaluate student work experiences, class or laboratory work, training stations, and program.	0	1	2	3	4	
49. Maintain occupational competency profiles for occupational home economics education students.	0	1	2	3	4	
	CO-OP					
V. Manage Home Economics Cooperative Education classes.	0	1	2	3	4	
50. Identify approved occupations for Home Economics Cooperative Education.	0	1	2	3	4	
51. Establish guidelines for Home Economics Cooperative Education.	0	1	2	3	4	
52. Recruit students for Home Economics Cooperative Education classes.	0	1	2	3	4	
53. Secure training stations for Home Economics Cooperative Education students.	0	1	2	3	4	
54. Place Home Economics Cooperative Education students in training stations.	0	1	2	3	4	
55. Develop a training plan for a Home Economics Cooperative Education student.	0	1	2	3	4	
56. Develop and implement a classroom management system for an HECE class.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
57. Plan individualized instruction for HECE students which correlate with students' on-the-job training.	0	1	2	3	4	
58. Develop a coordination plan appropriate for Home Economics Cooperative Education.	0	1	2	3	4	
59. Develop schedule for the coordination activities of a teacher-coordinator.	0	1	2	3	4	
60. Plan and conduct visits to training stations.	0	1	2	3	4	
61. Obtain periodic ratings of HECE students' work experience from training sponsors.	0	1	2	3	4	
62. Maintain records of coordination activities.	0	1	2	3	4	
63. Supervise an employer-employee appreciation event.	0	1	2	3	4	
	PEL					
VI. Manage a home economics pre-employment laboratory.	0	1	2	3	4	
64. Develop a budget for the home economics pre-employment laboratory.	0	1	2	3	4	
65. Determine space and equipment needed for home economics pre-employment laboratory.	0	1	2	3	4	
66. Plan modifications to pre-employment laboratory facilities and equipment to meet the needs of students with specific types of handicaps.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
67. Obtain supplies for a home economics pre-employment laboratory.	0	1	2	3	4	
68. Plan an inventory control system for a home economics pre-employment laboratory.	0	1	2	3	4	
69. Maintain an inventory of equipment and supplies in the home economics pre-employment laboratory.	0	1	2	3	4	
70. Plan an equipment maintenance system for home economics pre-employment laboratory.	0	1	2	3	4	
71. Develop procedures for controlling equipment and supplies in the home economics pre-employment laboratory.	0	1	2	3	4	
72. Plan a student personnel system for a home economics pre-employment laboratory.	0	1	2	3	4	
73. Direct simulated work experiences in the home economics pre-employment laboratory.	0	1	2	3	4	
74. Provide for student safety in the home economics pre-employment laboratory.	0	1	2	3	4	
75. Provide for first aid needs of students.	0	1	2	3	4	
76. Demonstrate manipulative skills related to home economics occupations.	0	1	2	3	4	
GENERAL EMPLOYABILITY						
VII. Analyze skills and abilities needed to get and keep a job.	0	1	2	3	4	
77. Outline procedures for job/career planning.	0	1	2	3	4	

COMPETENCES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
78. Describe ways to help students evaluate career options and decisions.	0	1	2	3	4	
79. Demonstrate how to complete a job application and participate in a job interview.	0	1	2	3	4	
80. Examine the role of the performance review as an opportunity for career growth.	0	1	2	3	4	
81. Recognize safety hazards and identify job safety precautions.	0	1	2	3	4	
82. Follow emergency procedures and apply first aid when necessary.	0	1	2	3	4	
83. Communicate clearly with others as appropriate in job situations	0	1	2	3	4	
84. Explain written technical and graphic information related to home economics occupations.	0	1	2	3	4	
85. Interpret wage, payroll deduction, and fringe benefit information.	0	1	2	3	4	
86. Develop and enforce policies, rules, and regulations appropriate for the occupations for which training is provided.	0	1	2	3	4	
87. Describe physical abilities needed for specific home economics jobs.	0	1	2	3	4	
88. Employ techniques which develop students' confidence in their ability to perform job tasks and to work independently.	0	1	2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
89. Display an attitude of concern for time and energy efficiency, productivity, and quality of work.	0	1	2	3	4	
90. Explain the importance of working cooperatively with fellow workers, supervisors, and management.	0	1	2	3	4	
91. Give and encourage students to follow instructions for completing job tasks.	0	1	2	3	4	
92. Demonstrate decision-making and management ability.	0	1	2	3	4	
93. Identify characteristics of the American Free Enterprise System.	0	1	2	3	4	
94. Recognize influences of economic trends on individuals.	0	1	2	3	4	
95. Identify employment trends and opportunities and changing roles of men and women in the labor force.	0	1	2	3	4	

Texas Tech University
Department of Home Economics Education

January 18, 1984

We are nearing the completion of the first round of the Delphi Survey. However, a number of the participants have not returned the survey instruments that were mailed during the first and second weeks of December.

We realize that the December/January period usually represents the close of one semester and start of another for many of us. Added to this busy schedule of activities are the numerous holiday festivities and obligations.

Since this is such a busy time, we are sending you this reminder. Please make every effort to return your institution's response to the survey by Friday, January 27. Remember, your input is essential to develop the best possible occupational curriculum model for home economics teacher education programs in Texas.

Sincerely,

Camille G. Bell
Camille G. Bell
Project Director

Linda R. Glosson
Linda R. Glosson
Project Co-Director

CGB/LRG/bw

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

APPENDIX D

Round II Instruments and Correspondence

Texas Tech University

Department of Home Economics Education

February 22, 1984

Dear Colleague:

We are most grateful to you for returning the first questionnaire(s) on competencies needed by secondary vocational home economics teachers to teach occupational home economics classes. As you will recall, our purpose is to achieve concensus among selected college/university faculty, occupational home economics teachers, and business/industry representatives regarding the importance of the competencies identified.

Enclosed you will find the second competency questionnaire(s). Subcompetencies on which agreement was reached in the first questionnaire have been eliminated. Competencies on which agreement was reached are indicated so you need not respond to them again. The average or mean rating for each of the remaining competencies and subcompetencies is indicated by an asterisk (*).

Please complete the second questionnaire(s) following the directions given. Be sure to rate each competency and subcompetency on which agreement was not reached in the first round. If your rating is significantly above or below the mean or average rating from the first questionnaire, you may want to comment on your rating. This information will help us identify more clearly the competencies and subcompetencies vocational home economics teachers need for effectively teaching occupational classes.

Please return the questionnaire(s) in the enclosed postage-paid envelope by March 15. If a third questionnaire is necessary, it will be mailed as soon as possible thereafter. Thank you again for your commitment and continued support.

Sincerely,

Camille G. Bell

Camille G. Bell
Project Director

Linda R. Glosson

Linda R. Glosson
Project Co-Director

CGB/LRG/bw

Enclosures

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

NAME ______________________ INSTITUTION ______________________ CITY ______________________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE II

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire I is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3 If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

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4 = Very Important (VI)

CHILD CARE

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
ESTABLISHING A CHILD CARE PROGRAM						
I. Outline procedures for establishing a child care program.	AGREEMENT REACHED					
3. Explain the roles and functions of a child care program board of directors.	0	1	* 2	3	4	
4. Work with the board of directors to establish program philosophy and goals.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
5. Work with the board of directors to establish operating, employee, and enrollment policies.	0	1	2	* 3	4	
PROGRAM PLANNING						
II. Plan an appropriate program to meet the needs of young children.	AGREEMENT REACHED					
6. Outline procedures for conducting a community needs assessment for child care services.	0	1	2	* 3	4	
7. Analyze types of child care programs.	0	1	2	* 3	4	
13. Plan goals for a child care program based on personal philosophy of early childhood education.	0	1	2	* 3	4	
14. Develop a comprehensive curriculum for the child care program based upon the philosophy and goals of the program and current early childhood research.	0	1	2	* 3	4	
CHILD CARE FACILITIES						
III. Set up and maintain a safe and healthy learning environment.	AGREEMENT REACHED					
20. Analyze an existing child care facility in order to recommend remodeling needed.	0	1	2	* 3	4	
25. Identify ways that a child care facility can be modified to accomodate children with special needs.	0	1	2	* 3	4	
27. Store and distribute equipment and supplies.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
29. Maintain inventory records of all supplies and equipment.	0	1	2	* 3	4	
CHILD CARE MANAGEMENT						
IV. Assume responsibility for managing the operation of a child care center.	0	1	2	* 3	4	
30. Describe funding sources available to child care programs.	0	1	2 *	3	4	
31. Plan and evaluate an annual budget and fee schedule for a child care center.	0	1	2 *	3	4	
32. Prepare monthly financial reports and budget adjustments based on evaluation of income and expenditures.	0	1	2 *	3	4	
33. Develop a system for maintaining accurate financial and personnel records.	0	1	2 *	3	4	
34. Outline strategies for controlling costs.	0	1	2 *	3	4	
35. Obtain equipment, supplies, and services to meet the needs of the child care center.	0	1	2	* 3	4	
36. Obtain adequate insurance coverage for fire, liability, accidents, workers compensation, fidelity bonding, and unemployment.	0	1	2 *	3	4	
38. Organize child care program records so that information can be located quickly and be easily maintained.	0	1	2	* 3	4	
CHILD CARE PERSONNEL						
V. Hire, train, and supervise child care personnel. AGREEMENT REACHED						

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
41. Develop job descriptions for each type of job in the child care program.	0	1	2	* 3	4	
42. Determine appropriate employee policies for a child care center.	0	1	2	* 3	4	
45. Explain how employees' records are established and maintained.	0	1	2	* 3	4	
46. Schedule staff working hours and vacation times.	0	1	2	* 3	4	
49. Conduct regular staff meetings.	0	1	2	*3	4	
50. Outline strategies for providing staff training and resources.	0	1	2	* 3	4	
52. Identify professional organizations in which membership would be desirable for professional child care personnel.	0	1	2	* 3	4	

PUBLIC RELATIONS

VI. Maintain good public relations with children's parents and the community.

AGREEMENT REACHED

53. Develop and conduct the public relations program for the child care center.	0	1	2	* 3	4	
55. Assist parents in identifying and obtaining community services available to assist them with problems.	0	1	2	* 3	4	

EVALUATING CHILDREN'S PROGRESS

X. Evaluate young children's development using a variety of techniques.

AGREEMENT REACHED

77. Maintain developmental records on all children enrolled in the program.	0	1	2	* 3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE II

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below

   Note: The average or mean given to each in Questionnaire I is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

CLOTHING AND HOME FURNISHINGS MANAGEMENT PRODUCTION AND SERVICES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
BUSINESS RESPONSIBILITIES						
I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.	0	1	2	* 3	4	
1. Describe stocking procedures used in clothing stores.	0	1	* 2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
3. Prepare sales slips, computing sales ticket totals, discounts, and added charges, in a clothing related business.	0	1	2	* 3	4	
4. Handle payments, coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds in a clothing-related business.	0	1	2	* 3	4	
5. Record and report daily sales, and close out department at end of selling day in a clothing-related business.	0	1	2	* 3	4	
6. Develop, evaluate, implement, and follow organizational goals, policies, and procedures appropriate for fabric, fashion, or clothing construction, alteration or repair business.	0	1	2	* 3	4	
7. Plan finances, and analyze costs and sales of a fabric, fashion, or clothing construction, alterartion, or repair business.	0	1	* 2	3	4	
8. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for a profit in a clothing-related business.	0	1	* 2	3	4	
9. Prepare and maintain records, correspondence, and forms appropriate for a clothing-related business.	0	1	* 2	3	4	
10. Prepare work schedules and job assignments for employees in clothing-related business.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
PERSONNEL						
II. Relate textiles and clothing to career and job opportunities	AGREEMENT REACHED					
14. Identify procedures used to plan, interview, hire, evaluate, and discharge staff in a clothing-related business.	0	1	2	* 3	4	
15. Train, supervise, and motivate employees in a clothing-related business.	0	1	2	* 3	4	
FASHION COMPONENTS						
III. Utilize various fashion components.	AGREEMENT REACHED					
18. Summarize textile legislation, standards, and labeling.	0	1	2	* 3	4	
20. Trace fashion cycles, differentiating among fads, fashions, and styles, and identifying recurrent style details.	0	1	2	* 3	4	
COORDINATING FABRIC, PATTERNS, AND NOTIONS						
IV. Assist home sewers with selections and problems.	AGREEMENT REACHED					
27. Describe procedures for organizing, locating, recording, and reordering patterns in a fabric department of store.	0	1	* 2	3	4	
COORDINATING APPAREL AND ACCESSORIES						
V. Assist customers with selection of apparel and accessories.	AGREEMENT REACHED					
28. Describe business procedures for planning, purchasing, routing, and pricing apparel and accessories in a clothing department or store.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
29. Answer customers' questions about apparel and accessories merchandise, quality features, trends, sizes, locations, directions and guarantees.	0	1	2 *	3	4	
32. Assist bride in selecting wedding apparel and trousseau.	0	1	* 2	3	4	
33. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette.	0	1	* 2	3	4	
FASHION PROMOTION						
VI. Plan, implement, and evaluate a fashion promotion program.	0	1	2 *	3	4	
34. Plan sales promotions and special sales events appropriate for a clothing department or store.	0	1	2 *	3	4	
35. Plan and prepare advertisements for selected apparel and accessories merchandise.	0	1	2 *	3	4	
36. Keep records on the sales of advertised apparel and accessories merchandise.	0	1	2 *	3	4	
37. Plan, schedule, set up, light, maintain, and evaluate fashion displays.	0	1	2 *	3	4	
38. Plan, organize and publicize a fashion show.	0	1	2 *	3	4	
39. Plan and/or present the commentary for a fashion show.	0	1	2 *	3	4	
40. Model apparel and accessories.	0	1	* 2	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
SEWING EQUIPMENT AND TECHNIQUES						
VII. Use appropriate procedures for selecting, storing, using, and caring for sewing tools and equipment.	AGREEMENT REACHED					
45. Adjust machine chair and kneelift to fit operator of industrial sewing machine.	0	1	2 *	3	4	
46. Practice preventive and corrective maintenance of industrial sewing equipment.	0	1	2	* 3	4	
47. Select and purchase sewing supplies, notions, and small sewing and pressing equipment.	0	1	2	* 3	4	
49. Select and make appropriate hand stitches.	0	1	2	* 3	4	
FASHION DESIGN AND PRODUCTION						
VIII. Analyze procedures in the design and production of apparel and accessories.	0	1	2	* 3	4	
50. Develop and evaluate fashion designs for production.	0	1	* 2	3	4	
51. Select fabrics and trims suitable for the garment design.	0	1	2	* 3	4	
53. Make master pattern and test for accuracy.	0	1	2	* 3	4	
54. Grade patterns in a range of sizes.	0	1	2 *	3	4	
55. Sew duplicates of first sample garment in each size.	0	1	* 2	3	4	
56. Write instructions for pattern layout and assemble of garment pieces.	0	1	2 *	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
57. Construct cutting markers for commercial production.	0	1	2*	3	4	
58. Compute fabric yardage requirements per cutting marker in commercial production.	0	1	2 *	3	4	
59. Prepare or interpret cutting or spread tickets in commercial production.	0	1	2*	3	4	
60. Prepare fabric and cut by hand or machine.	0	1	2	*3	4	
62. Assemble bundles or subassemblies for efficient work flow during each phase of production.	0	1	2*	3	4	
63. Sort and bundle garment parts for delivery to assembly area.	0	1	2*	3	4	
64. Distribute and collect bundles of garment parts and supplies.	0	1	2*	3	4	
65. Use industrial sewing terminology correctly.	0	1	2	3*	4	
67. Perform assigned industrial sewing operation on standard or special sewing machine.	0	1	2	3*	4	
68. Figure earnings of sewing machine operator.	0	1	2	*3	4	
69. Inspect garments, locate defect, and mark garments using standard defect symbols.	0		2	*3	4	
70. Repair defective garments.	0	1	2 *	3	4	
72. Sort and pack finish garments.	0	1	2*	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
CUSTOM SEWING						
IX. Develop guidelines for use in construction of custom-made garments.	0	1	2	*3	4	
73. Measure customer for size, and record measurements and body irregularities.	0	1	2	3*	4	
75. Schedule appointments for conferences and fittings.	0	1	2	*3	4	
78. Construct custom-made garments using energy-efficient techniques.	0	1	2	*3	4	
79. Fit basic garment units to customer and make needed adjustments.	0	1	2	*3	4	
80. Make final fittings of garments.	0	1	2	3*	4	
ALERATION AND REPAIR						
X. Utilize appropriate procedures and techniques to be used in clothing alteration and repair.	AGREEMENT REACHED					
86. Estimate cost, determine pickup date, and make a claim check for alterations or repairs.	0	1	2	*3	4	
87. Prepare a tag indicating alterations or repairs and giving instructions.	0	1	2	*3	4	
88. Interpret alteration markups and make alterations on garments.	0	1	2	*3	4	
LAUNDRY AND DRY CLEANING						
XI. Outline techniques and skills utilized in laundry and dry cleaning operations.	0	1	2	*3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
90. Receive and mark laundry or dry cleaning in a commercial establishment.	0	1	2*	3	4	
91. Sort laundry or drycleaning, prespot garments, and determine appropriate laundry or dry-cleaning procedures for each garment.	0	1	2	*3	4	
92. Launder or dry clean using commerical equipment.	0	1	2*	3	4	
93. Use proper finishing techniques for laundry or drycleaning.	0	1	2*	3	4	
94. Inspect finished laundry or drycleaning.	0	1	2*	3	4	
95. Measure, resize, mark, and fold clothing.	0	1	2*	3	4	
96. Press garments using commercial laundry or drycleaning equipment and procedures.	0	1	2*	3	4	
97. Assemble laundered or drycleaned garments according to ticket numbers.	0	1	2*	3	4	
98. Identify customer's garments according to ticket number, and bag garments.	0	1	2*	3	4	
99. Pack and store garments.	0	1	2*	3	4	

DRAPERIES AND HOME ACCESSORIES

XII. Utilize appropriate techniques for construction of draperies and home accessories. AGREEMENT REACHED

101. Construct lined draperies.	0	1	2	*3	4
102. Construct cafe and shirred curtains.	0	1	2	*3	4
103. Construct Austrian, Roman, and laminated roller shades and shutter fabric fills.	0	1	2*	3	4

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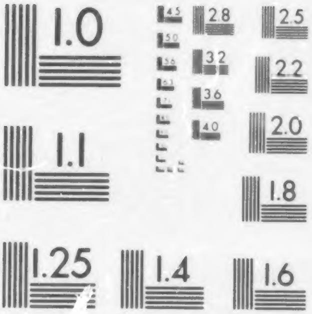
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

	COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
104.	Construct window heading, such as cornices, valances, lambrequins, swags, and cascades.	0	1	2 *	3	4	
105.	Prepare and pack completed draperies for mailing, shipping, or delivers.	0	1	2 *	3	4	
106.	Install window treatment hardware, using appropriate hardware and attachment techniques.	0	1	2 *	3	4	
107.	Determine amount of fabric needed for constructing pillows, cushions and bolsters.	0	1	2	* 3	4	
108.	Construct pillows, cushions, and bolsters.	0	1	2	* 3	4	
109.	Measure a bed to determine amount of fabric needed for bedspread, coverlet, or pillow sham.	0	1	2	* 3	4	
110.	Construct various types of bedspreads, coverlets, and pillow shams.	0	1	2 *	3	4	
111.	Estimate fabric requirements for slipcovers.	0	1	* 2	3	4	
112.	Estimate amount of fabric and other materials needed for slipcovers.	0	1	2	* 3	4	
113.	Pin-fit a muslin or paper pattern of the slipcover fabric to upholstered piece.	0	1	2 *	3	4	
114.	Construct slipcovers.	0	1	2 *	3	4	
115.	Recover a chair seat using basic upholstery techniques.	0	1	2 *	3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE II

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire I is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES COMPETENCIES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
FOOD SERVICE MANAGEMENT						
1. Manage business responsibilities related to food production and service.	0	1	2	* 3	4	
2. Analyze typical procedures in the operation of a food service establishment.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
3. Plan and analyze finances, costs, and sales and prepare a profit/loss statement for a food service operation.	0	1	2	* 3	4	
6. Develop menu sheets or folders.	0	1	2	* 3	4	
7. Plan or adapt menus for general and modified diets.	0	1	* 2	3	4	
8. Apply food service cost-control procedures to food, labor, and equipment.	0	1	2	* 3	4	
9. Apply merchandising techniques to ensure break-even or profit according to type of food service operation.	0	1	2	* 3	4	
10. Plan and conduct an advertizing and promotional program for a food service operation.	0	1	* 2	3	4	
11. Prepare and maintain records, correspondence and forms in a food service operation.	0	1	2	* 3	4	
12. Develop stock room controls and supervise stock room activities for a food service business.	0	1	2	* 3	4	
13. Plan, coordinate, and supervise food service production.	0	1	2	* 3	4	

FACILITY AND EQUIPMENT

II. Plan and maintain the food service facility and equipment.

AGREEMENT REACHED

15. Plan and evaluate the location, layout, equipment, and decor of a food service facility.	0	1	2	* 3	4	

	COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
	PURCHASING FOOD AND SUPPLIES						
IV.	Utilize effective purchasing practices for a food service operation.	0	1	2	* 3	4	
24.	Develop a system for requisitioning food and supplies.	0	1	2	* 3	4	
25.	Contact purveyors, and compare food prices.	0	1	2	* 3	4	
	PRODUCTION						
VII.	Produce a variety of foods using appropriate ingredients, equipment, and procedures.			AGREEMENT REACHED			
42.	Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.	0	1	2	* 3	4	
	SERVICE						
VIII.	Utilize appropriate customer service procedures.			AGREEMENT REACHED			
45.	Take dining reservations and determine seating needs, using space and personnel effectively.	0	1	2	* 3	4	
46.	Plan and set up a banquet or meeting room according to written specifications.	0	1	2	* 3	4	
51.	Deliver food to patients, guest or customers.	0	1	2	* 3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE II

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teacher occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire I is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

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4 = Very Important (VI)

INSTITUTIONAL AND HOME MANAGEMENT

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
MANAGEMENT						
I. Administer operations and management responsibilities related to an institutional or home management business.	AGREEMENT REACHED					
2. Describe organizational goals, policies, and procedures for a business providing institutional or home management services.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
3. Prepare work schedules and job assignments appropriate for an institutional or home management business.	0	1	2	* 3	4	
4. Plan and analyze finances, costs, and sales for an institutional or home management business.	0	1	2	3	4	
EQUIPMENT AND SUPPLIES						
II. Purchase, receive, store, requisition, issue, use and care for cleaning equipment and supplies safely and efficiently.	AGREEMENT REACHED					
8. Receive and inspect cleaning supplies, and complete receiving records.	0	1	2	* 3	4	
11. Maintain inventory control of cleaning equipment and supplies	0	1	2	* 3	4	
CLEANING SEQUENCES						
III. Perform necessary tasks to put rooms and building areas in good order.	AGREEMENT REACHED					
16. Demonstrate recommended procedures for entering and leaving rooms, handling pass key, and occupancy report.	0	1	2	* 3	4	
17. Demonstrate procedures for making a preliminary check of guest room condition when entering, and for reporting damaged and found items.	0	1	2	* 3	4	
22. Describe procedures for cleaning school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
23. Describe procedures for entering and leaving the private home.	0	1	2	* 3	4	
CLEANING TASKS						
IV. Train housekeeping employees to perform specific cleaning tasks.	AGREEMENT REACHED					
25. Collect and empty trash and garbage containers.	0	1	2	* 3	4	
26. Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets.	0	1	2	* 3	4	
28. Shampoo carpet.	0	1	2	* 3	4	
29. Remove soiled bed linens, and deposit in designated place.	0	1	2	* 3	4	
30. Make beds quickly and efficiently.	0	1	2	* 3	4	
31. Clean beds, and assist in turning mattresses as directed.	0	1	2	* 3	4	
33. Vacuum or shampoo unholstered furniture.	0	1	2	* 3	4	
34. Clean and wash glass, porcelainized surfaces and windows with squeegee or spray cleaner.	0	1	2	* 3	4	
35. Clean light fixtures, and remove and replace light bulbs when necessary.	0	1	2	* 3	4	
36. Clean walls, ceilings, woodwork, and chalkboards.	0	1	2	* 3	4	
37. Clean window treatments.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
MAINTENANCE AND REPAIRS						
V. Train housekeeping employees to assume general maintenance and repair responsibilities.	0	1	2	* 3	4	
39. Remove stains from various surfaces and materials.	0	1	2	* 3	4	
40. Repair textile products, furniture, and window treatments.	0	1	2 *	3	4	
42. Perform minor electrical appliance maintenance and repairs.	0	1	* 2	3	4	
43. Inspect, clean, and perform designated maintenance of heating and cooling equipment on a regular schedule.	0	1	2 *	3	4	
44. Take appropriate measures to prevent and control pests.	0	1	2	* 3	4	
45. Apply extermination material as directed.	0	1	2	* 3	4	
47. Care for grounds around building as required.	0	1	2 *	3	4	
48. Clean outside areas, such as walkways, patios, driveways, porches, and parking lots.	0	1	2 *	3	4	
49. Inspect and maintain playground equipment, fences, and swimming pool area.	0	1	2 *	3	4	
50. Display flag using correct procedures.	0	1	2 *	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
LAUNDRY PROCEDURES						
VI. Train housekeeping employees to care for linens and/or clothing.						
51. Obtain clothing care services as needed.	0	1	2	* 3	4	
54. Hand-launder clothing items when necessary.	0	1	2	* 3	4	
55. Iron, press, fold, store, and distribute clean linens and clothes.	0	1	2	* 3	4	
56. Repair garments, linens, curtains, and towels using a sewing machine.	0	1	2	* 3	4	
57. Air blankets, pillows, and mattresses.	0	1	2	* 3	4	
LINEN ROOM PROCEDURES						
VII. Supervise linen-room procedures.	0	1	2	* 3	4	
58. Describe procedures used by the head housekeeper for processing all "check-out" and "in-order" room communications between housekeeping and the front desk.	0	1	2	* 3	4	
59. Describe procedures used by the head housekeeper to check each housekeeping aide's cart to ensure that it is equipped and supplied.	0	1	2	* 3	4	
60. Outline controls used in housekeeping to ensure that supplies, linens, and uniforms are accounted for by each workers.	0	1	2	* 3	4	
61. Outline industry procedures for inspecting and reporting "in order" rooms to appropriate management personnel.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
62. Outline housekeeping procedures for checking "do not disturb" rooms by phone after checkout time, and reporting "no answers" to appropriate management personnel.	0	1	2	* 3	4	
65. Describe procedures for processing all lost and found items found by housekeeping staff.	0	1	2	* 3	4	
66. Mend linens and uniforms.	0	1	2	* 3	4	
67. Order needed supplies, linens, and uniforms.	0	1	2	* 3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE II

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire I is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

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4 = Very Important (VI)

TEACHER EDUCATION

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
GENERAL						
I. Outline general competencies needed by teachers of home economics occupational education.	AGREEMENT REACHED					
1. Summarize federal laws related to vocational home economics.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
6. Identify labor laws and legal responsibilities related to the occupational clusters assigned to vocational home economics.	0	1	2	* 3	4	
7. Outline career ladders for the occupational clusters assigned to vocational home economics by the U.S. Department for Education: Child Care and Guidance Management and Service Clothing, Apparel, and Textile Management, Production and Service Food Management, Production and Services Home Furnishings, Equipment Management, Production and Services Institutional, Home Management, and Supporting Services	0	1	2	* 3	4	
8. Analyze state and local career opportunities and job trends in the occupational clusters assigned to vocational home economics.	0	1	2	* 3	4	

INSTRUCTION

III. Develop guidelines and strategies for use in planning the occupational home economics education curriculum.	AGREEMENT REACHED	

	NI	SI	MI	I	VI	COMMENTS
33. Determine computer applications appropriate in home economics occupations.	0	1	2	* 3	4	
38. Supplement instructional materials to meet needs of students with limited English proficiency (LEP).	0	1	2	* 3	4	
45. Guide participation in student vocational organization proficiency events.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
CO-OP						
V. Manage Home Economics Cooperative Education classes.	AGREEMENT REACHED					
63. Supervise an employer-employee appreciation event.	0	1	2	* 3	4	
GENERAL EMPLOYABILITY						
VII. Analyze skills and abilities needed to get and keep a job.	AGREEMENT REACHED					
94. Recognize influences of economic trends on individuals.	0	1	2	* 3	4	

Texas Tech University
Department of Home Economics Education

March 20, 1984

Dear Colleague:

As of last Thursday (March 15, 1984) we have passed the deadline for the return of the second-round survey instruments. Please check your files to see if you have returned your response. We need your help.

If you have not had an opportunity to complete the quesionnaire(s), please do so immediately. Don't forget to use the stamped self-addressed envelope that was enclosed.

The cooperation we have experienced on this research project has been GREAT! So far, all scheduled milestones have been met and we fully expect to be able to submit the results to the Texas Education Agency this summer as they have requested.

Again, thank you so very much for all you have done in your role as a selected participant.

Warmest personal regards,

Linda R. Glosson

Linda R. Glosson
Project Co-Director

LRG/bw

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

APPENDIX E

Round III Instruments and Correspondence

Texas Tech University
Department of Home Economics Education

April 17, 1984

Dear Colleague:

We are most grateful to you for returning the second questionnaire(s) on competencies needed by secondary vocational home economics teachers to teach occupational home economics classes. As you will recall, our purpose is to achieve concensus among selected college/university faculty, occupational home economics teachers, and business/industry representatives regarding the importance of the competencies identified.

Enclosed you will find the third competency questionnaire(s). Subcompetencies on which agreement was reached in the second questionnaire have been eliminated. Competencies on which agreement was reached are indicated so you need not respond to them again. The average or mean rating for each of the remaining competencies and subcompetencies is indicated by an asterisk (*).

Please complete the third questionnaire(s) following the directions given. Be sure to rate each competency and subcompetency on which agreement was reached in the second round. If your rating is significantly above or below the mean or average rating from the second questionnaire, you may want to comment on your rating. This information will help us identify more clearly the competencies and subcompetencies vocational home economics teachers need for effectively teaching occupational classes.

Please return the questionnaire(s) in the enclosed postage-paid envelope by May 4. We have greatly appreciated your participation in the project and thank you again for your committment and continued support.

Sincerely,

Camille G. Bell
Camille G. Bell
Project Director

Linda R. Glosson
Linda R. Glosson
Project Co-Director

CGB/LRG/bw

Enclosures

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

NAME ______________________ INSTITUTION ______________________ CITY ______________________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE III

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire II is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

CHILD CARE

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI		I	VI	COMMENTS
ESTABLISHING A CHILD CARE PROGRAM							
I. Outline procedures for establishing a child care program.	AGREEMENT REACHED						
5. Work with the board of directors to establish operating, employee, and enrollment policies.	0	1	2	*	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
PROGRAM PLANNING						
II. Plan an apporpriate program to meet the needs of young children.	AGREEMENT REACHED					
6. Outline procedures for conducting a community needs assessment for child care services.	0	1	2	* 3	4	
CHILD CARE MANAGEMENT						
IV. Assume responsibility for managing the operation of a child care center.	AGREEMENT REACHED					
34. Outline strategies for controlling costs.	0	1	2	* 3	4	
36. Obtain adequate insurance coverage for fire, liability, accidents, workers compensation, fidelity bonding, and unemployment.	0	1	2	* 3	4	
CHILD CARE PERSONNEL						
V. Hire, train, and supervise child care personnel.	AGREEMENT REACHED					
46. Schedule staff working hours and vacation times.	0	1	2	* 3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE III

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire II is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
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2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

CLOTHING AND HOME FURNISHINGS MANAGEMENT PRODUCTION AND SERVICES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
BUSINESS RESPONSIBILITIES						
I. Manage business responsibilities related to fabric and read-to-wear departments and stores.		AGREEMENT REACHED				
3. Prepare sales slips, computing sales ticket totals, discounts, and added charges in a clothing related business.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
4. Handle payments, coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds in a clothing-related business.	0	1	2*	3	4	
8. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for a profit in a clothing-related business.	0	1	2*	3	4	
9. Prepare and maintain records, correspondence, and forms appropriate for a clothing-related business.	0	1	2*	3	4	
FASHION PROMOTION						
VI. Plan, implement, and evaluate a fashion promotion program.	AGREEMENT REACHED					
34. Plan sales promotions and special sales events appropriate for a clothing department or store.	0	1	2*	3	4	
38. Plan, organize and publicize a fashion show.	0	1	2*	3	4	
39. Plan and/or present the commentary for a fashion show.	0	1	2*	3	4	
40. Model apparel and accessories.	0	1	2*	3	4	
FASHION DESIGN AND PRODUCTION						
VIII. Analyze procedures in the design and production of apparel and acessories.	AGREEMENT REACHED					
50. Develop and evaluate fashion designs for production.	0	1	2*	3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
58. Compute fabric yardage requirements per cutting marker in commerical production.	0	1	2*	3	4	
64. Distribute and collect bundles of garment parts and supplies	0	1	2*	3	4	

DRAPERIES AND HOME ACCESSORIES

XII. Utilize appropriate techniques for construction of draperies and home accessories. AGREEMENT REACHED

103. Construct Austrian, Roman, and laminated roller shades and shutter fabric fills.	0	1	2*	3	4	

NAME ______________________ INSTITUTION ______________________ CITY ______________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE III

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire II is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
2 = Moderately Important (MI)
3 = Important (I)
4 = Very Important (VI)

FOOD PRODUCTION, MANAGEMENT, AND SERVICES COMPETENCIES

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
FOOD SERVICE MANAGEMENT						
I. Manage business responsibilities related to food production and service.	AGREEMENT REACHED					
3. Plan and analyze finances, costs, and sales and prepare a profit/loss statement for food service operation.	0	1	2	*3	4	

E N D

NAME ______________________________ INSTITUTION ____________________ CITY ______________

OCCUPATIONAL HOME ECONOMICS TEACHER COMPETENCY IDENTIFICATION STUDY - QUESTIONNAIRE III

Listed below are competencies which secondary Vocational Home Economics Education teachers are likely to need in order to teach occupational home economics classes.

DIRECTIONS:

1. Please read each of the competencies listed below.

   Note: The average or mean rating given to each in Questionnaire II is shown by an asterisk (*).

2. Judge how important you feel having each competency would be to an occupational home economics teacher, using the rating scale below. Be sure to respond to each competency listed.

3. If you have any comments regarding individual competencies, please make them in the space provided to the right of each.

RATING SCALE:

0 = Not Important (NI)
1 = Slightly Important (SI)
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3 = Important (I)
4 = Very Important (VI)

INSTITUTIONAL AND HOME MANAGEMENT

COMPETNECIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
MANAGEMENT						
I. Administer operations and management responsibilities related to an institutional or home management business.	AGREEMENT REACHED					
4. Plan and analyze finances, costs, and sales for an institutional or home management business.	0	1	2	* 3	4	

COMPETENCIES AND SUBCOMPETENCIES	NI	SI	MI	I	VI	COMMENTS
MAINTENANCE AND REPAIRS						
V. Train housekeeping employees to assume general maintenance and repair reponsibilities.	AGREEMENT REACHED					
42. Perform minor electrical appliance maintenance and repairs.	0	1	*2	3	4	
43. Inspect, clean, and perform designated maintenance of heating and cooling equipment on a regular schedule.	0	1	*2	3	4	
45. Apply extermination material as directed.	0	1	2	*3	4	

Texas Tech University

Department of Home Economics Education

May 17, 1984

Dear Colleague:

Only a few of the Round III questionnaires have not been returned. Please check your files to see if you have returned your response. To date the results have been extremely encouraging and we are well on our way to developing a curriculum model for the home economics teacher education program in Texas.

This is the final round and will establish the basis for selecting competencies and assigning the importance of each.

Thank you for all of your help and we sincerely hope that this has been a successful school year for you.

Warmest personal regards,

Linda R Glosson

Linda R. Glosson
Project Co-Director

LRG/bw

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

APPENDIX F

Site Visit Instruments and Correspondence

Texas Tech University

Department of Home Economics Education

April 11, 1984

Judy Hetherly, Camille Bell, and I are delighted that we will be visiting your campus on __________. We are looking forward to our visit.

Our primary purpose will be to explore with you ways in which competencies needed by occupational home economics teachers can be incorporated into pre-service teacher education in Texas colleges and universities.

To facilitate our work together we are enclosing the following:

Occupational Concept Implementation Worksheets for
- Teacher Education
- Child Care
- Clothing and Home Furnishings
- Food Service
- Institutional and Home Management

Additional copies of the Round I questionnaires to which you responded earlier.

Please work with teacher educators and subject matter instructors as appropriate to complete the worksheets. The worksheets are designed to assist you in thinking through possible ways to incorporate each major concept into your curriculum. Refer to the lists of competencies in the questionnaires as needed for more detailed information regarding proposed content. This will provide a starting point for our time together. Our discussion and brainstorming efforts should result in a pool of ideas we can share with other colleges and universities which will facilitate their incorporation of the identified concepts into their curriculums.

While we are on your campus, we would enjoy seeing your facilities and visiting with other teacher educators and subject matter instructors. We will leave it to you to plan the schedule for these activities and to make any necessary arrangements. We look forward to seeing you soon.

Sincerely,

Linda R. Glosson

Linda R. Glosson
Project Co-Director

LRG/bw

Box 4170/Lubbock, Texas 79409-4170/(806) 742-3037

Occupational Concept Implementation Interview Schedule
Directions

DIRECTIONS: Using the completed Occupational Implementation Worksheets to guide discussion, answer Questions 1-4 below for each subject area. (Check or record responses to Question 1 on the appropriate worksheet. Record responses to Questions 2-4 on separate sheets of paper, one sheet for each subject area. Note item numbers and letters on each sheet.)

1. a. In what courses are the occupational concepts identified already being taught?
   b. Are these courses currently required of HEEd majors? If yes, indicate with an asterisk (*).
   c. If not, would an additional course requirement or course substitution be possible? Explain.
2. a. How could additional occupational competencies be integrated into existing courses on your campus (HEEd, home economics subject areas, education, other)?
   b. How could integration of these concepts best be accomplished?
   c. What challenges do you foresee in integrating these concepts into existing courses?
3. a. Which occupational concepts do you feel should be developed as a new course(s)?
   b. What type of course format do you envision? (lecture, lab field experience, internship, etc.)
   c. Would addition of this course necessitate a change in course requirements for HEEd majors? Describe.
4. a. What equipment and facilities will be needed for implementing these concepts? (industrial sewing machines, quantity food service equipment, institutional housekeeping equipment, child care facility, other)
   b. Are the equipment and facilities identified as needed for teaching these occupational competencies currently available?
   c. If so, where?
      In the department?
      On campus? (food service facilities, custodial services, laundry services, child care services)
      In nearby public schools? (HE-PELE, HE-CVAE, HE-VEH, school lunch program, school custodial staff)
      In community/area businesses? (restaurants, hotels/motels, nursing homes, apparel manufacturing, clothing departments/stores, drapery shops, hospitals, cleaning services, laundry/drycleaning facilities, child care centers)

DIRECTIONS: After you answer Questions 1-4 above for each subject area, ask general Questions 5-11 below. Record responses, by item number, on a separate sheet of paper.

5. What suggestions do you have for including computer applications in instruction related to home economics occupations?
6. What suggestions do you have for teaching home economics education majors to promote equal access for males, minorities, and special education students in the occupational methods of instruction?
7. What suggestions do you have for teaching home economics education majors to modify teaching materials and techniques for handicapped students enrolled in occupational classes?
8. What suggestions do you have for teaching home economics education majors to adapt materials for use with students of limited English proficiency (LEP).
9. What suggestions do you have for teaching home economics education majors how to reinforce "the basics" of reading, writing, and arithmetic in occupational home economics classes?
10. What suggestions do you have for relating information gained in subject matter courses to teaching occupational home economics students with special needs?
11. What suggestions do you have for developing a plan for implementing occupational competencies into degree requirements for HEEd majors?

Occupational Concept Implementation Worksheet
Directions

1. For each concept, work with the appropriate instructors to complete the worksheet.
2. Indicate concepts which are already covered in existing courses by listing the course number and title in the appropriate column to the right of the concept.
3. Identify existing courses into which additional concepts would be integrated. Note the course number and course title into which the concepts could be integrated in the appropriate column to the right of the concept. Explain briefly how the integration could be accomplished.
4. Propose a new course(s), if necessary, to cover remaining concepts. Write a brief description of the course requirements related to each concept in the appropriate column to the right of the concept.

Occupational Concept Implementation Worksheet
Teacher Education

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Occupational Class Management			
Occupational Students			
Occupational Instruction			
Occupational Student Evaluation			
Cooperative Education			
Pre-employment Laboratory Education			
General Employability			
Developing Occupational Skills in Special Needs Students			

Occupational Concept Implementation Worksheet
Child Care

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Establishing a Child Care Program			
Child Care Program Planning			
Child Care Facilities			
Child Care Management			
Child Care Personnel			
Public Relations			
Physical Needs of Children			
Social and Emotional Needs of Children			

Child Care (cont.)

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Learning Activities for Young Children			
Evaluating Children's Progress			

Occupational Concept Implementation Worksheet
Clothing and Home Furnishings

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Clothing/Home Furnishings Business Responsibilities			
Clothing/Home Furnishings Personnel			
Fashion Components			
Coordinating Fabric, Patterns, Notions			
Fashion Promotion			
Sewing Equipment and Techniques			
Fashion Design and Production			
Custom Sewing			

Clothing and Home Furnishings (cont.)

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Alteration and Repair			
Laundry and Drycleaning			
Constructing Draperies and Home Accessories			

Occupational Concept Implementation Worksheet
Food Service

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Food Service Management			
Food Service Facilities and Equipment			
Food Service Personnel			
Purchasing Food and Supplies			
Food Service Safety			
Food Service Sanitation			
Quantity Food Production			
Serving Food			

Occupational Concept Implementation Worksheet
Institutional and Home Management

Concept	Covered in Existing Course (Indicate course.)	Propose Integrating into Existing Course (Indicate course and explain how.)	Propose New Course (Please describe.)
Institutional/Home Management			
Cleaning Equipment and Supplies			
Cleaning Sequences			
Cleaning Tasks			
Laundry Procedures			
Linen Room Procedures			